



HAMPDEN-
SYDNEY
COLLEGE
1986-87





HAMPDEN-SYDNEY COLLEGE

*For more than two centuries
Hampden-Sydney College has held
true to the ideals of her founders,
educating leader after leader
for country and Commonwealth,
all good men and good citizens
formed in an atmosphere of
sound learning.*

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The contents of this catalog represent the current information available at the time of publication. However, during the time covered by this issue, it is reasonable to expect changes to be made with respect to this information without prior notice. Records of changes are on file and available for examination at the Office of the Dean of the Faculty.





HAMPDEN-SYDNEY COLLEGE

HAMPDEN-SYDNEY COLLEGE, a liberal arts college for men now enrolling 800 students, has been in continuous operation since January 1776. The College is the tenth oldest institution of higher learning in the United States and the oldest of the country's few remaining all-male colleges. Hampden-Sydney is affiliated with the Presbyterian Church in the United States.

Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

Hampden-Sydney is a lively community with a faculty highly motivated and dedicated to teaching. There are currently 75 members of the teaching faculty, for a student-faculty ratio of 12:1. Almost 50 percent of the graduating seniors enter graduate or professional school.

Part of the 566-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated an historic preservation zone. Farmville, a town of 6,000, is seven miles north.

Of the College's 26 brick buildings, most of which have been built in the Federal architectural style, the oldest is Cushing Hall dormitory, built in 1821. Among the newest are the Gilmer Science Center and the Blake Infirmary and Apartments, with twelve apartments for married students, faculty, and others. An addition to Eggleston Library, which provides extensive new space for study areas and new acquisitions, was completed in January 1975, and a student activities center was completed in January 1979. The recently completed athletic center includes three basketball courts; handball, racquet ball, and squash courts; and a 25-meter six-lane swimming pool. A new residence hall community was completed this year.

The endowment portfolio has a market value of approximately \$25 million. The operating budget for 1986-87 is \$11.3 million.

The aims of the College are to give selected men of ability a broad understanding of the world and man's place in it from the standpoint of the sciences and the humanities; to develop clear thinking through linguistic, scientific, and historical studies; to impart a

comprehension of man's social institutions as a basis for the exercise of intelligent citizenship in a democracy; to unite sound scholarship with the principles and practice of the Christian religion; to equip those students with special interests and capacities for graduate study and research; and to instill in its students a commitment to excellence.

THE EARLY AMERICAN COLLEGE, typically a frontier institution, was often a Christian college in character. Hampden-Sydney was no exception: her heritage is deeply rooted in the history of both Colonial America and the Presbyterian Church.

The founders of the College chose the name Hampden-Sydney to symbolize their devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known, but equally vigorous, patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts—dyed purple with the juice of pokeberries—and grey trousers gives the College its traditional colors, garnet and grey.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most of whom were Episcopalian), and named as Rector (later President) the Rev. Mr. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1772. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own *alma mater*, he journeyed to Princeton to secure the founding faculty, which included his younger



Hampden-Sydney College in 1840: from left to right, Steward's Hall, Cushing Hall, and the 18th-century buildings.



Samuel Stanhope Smith



Jonathan P. Cushing



Joseph DuPuy Eggleston

brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty began gathering in the fall of 1775, although the official opening of the College was delayed until January 1, 1776. The College has never suspended operations.

A campaign was begun in 1777 to raise money in a state-approved lottery. Through the tireless efforts of Colonel William Cabell of Nelson County, lottery manager and a founding trustee, the young College was able to enlarge its buildings and stabilize its endowment. In 1783, Hampden-Sydney's viability, severely tested by the Revolutionary War, was ensured by the grant of a charter from the General Assembly of Virginia.

In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790's its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), Princeton Seminary (1806), and the University of Virginia (1819). The Medical College of Virginia was established (1838) at Richmond as the medical department of Hampden-Sydney; Union Theological Seminary of Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus; his greatest physical monument, Cushing Hall, which once housed the entire College operation, is currently in use as a dormitory. The world-renowned chemist, Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially named the "Hampden-Sydney Boys," saw action in the disaster of Rich Mountain (June 10, 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, and the formalized Honor System, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, bought its buildings and gave them to the College, doubling the physical plant. Academic offerings were expanded, strengthening the coherent tradition of liberal arts education which had become the hallmark of the College.

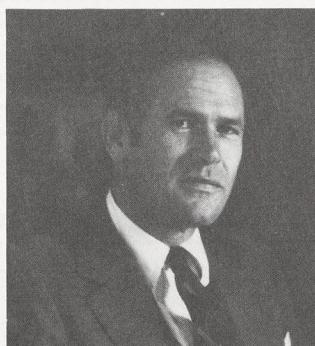
The twentieth century has seen considerable building and other developments that have provided the facilities and personnel to continue a distinguished program. Bagby Science Hall, described as "one of the finest science facilities in the small colleges of America," was built in 1922; in 1968 it was replaced by the Gilmer Science Center, which is, again, of the highest quality. The former Memorial Library, now Winston Hall, was replaced in 1961 after sixty-three years of service by Eggleston Library, named for President J. D. Eggleston, the principal institutional architect of twentieth-century Hampden-Sydney; only fourteen years later, during the administration of W. Taylor Reveley, this building was more than doubled in size. Gammon Gymnasium, built in 1940, was expanded in 1955 and 1975 only to be superseded in 1979 by the Kirby Field House. Johns Auditorium was erected in 1950; new athletic fields and tennis courts were added in 1976; and Graham Hall, in the heart of the campus, has been converted to use as a student center. The campus itself has grown steadily, through purchase and gift, to 566 acres, much of it in undisturbed woodland. Academic, social, and cultural programs of the College continue to be enriched, and Hampden-Sydney looks into its third century with a wholesome optimism, bred of a sober integrity of mission coupled with a history of sound development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.



Presidents, Trustees, & Staff

PRESIDENTS OF THE COLLEGE

SAMUEL STANHOPE SMITH, D.D., LL.D.	1775-1779
JOHN BLAIR SMITH, D.D.	1779-1789
DRURY LACY, D.D. (<i>Vice President and Acting President</i>)	1789-1797
ARCHIBALD ALEXANDER, D.D., LL.D.	1797-1806
WILLIAM S. REID, D.D. (<i>Vice President and Acting President</i>)	1807
MOSES HOGE, D.D.	1807-1820
JONATHAN P. CUSHING, A.M. (<i>Acting President</i>) <i>(President)</i>	1820-1821 1821-1835
GEORGE A. BAXTER, D.D. (<i>Acting President</i>)	1835
DANIEL LYNN CARROLL, D.D.	1835-1838
WILLIAM MAXWELL, LL.D.	1838-1845
PATRICK J. SPARROW, D.D.	1845-1847
S. B. WILSON, D.D. (<i>Acting President</i>)	1847
F. S. SAMPSON, D.D. (<i>Acting President</i>)	1847-1848
CHARLES MARTIN, A.B. (<i>Acting President</i>)	1848-1849 and 1856-1857
LEWIS W. GREEN, D.D.	1849-1856
REV. ALBERT L. HOLLADAY (<i>Died before taking office</i>)	1856
JOHN M. P. ATKINSON, D.D.	1857-1883
RICHARD McILWAINE, D.D., LL.D.	1883-1904
JAMES R. THORNTON, A.M. (<i>Acting President</i>)	1904
WILLIAM H. WHITING, JR., A.M., LL.D. (<i>Acting President</i>)	1904-1905 and 1908-1909
J.H.C. BAGBY, Ph.D. (<i>Acting President</i>)	1905
JAMES GRAY McALLISTER, D.D., LL.D., D.Litt.	1905-1908
HENRY TUCKER GRAHAM, D.D., LL.D.	1909-1917
ASHTON W. McWHORTER, A.M., Ph.D. (<i>Acting President</i>)	1917-1919
JOSEPH DUPUY EGGLESTON, A.M., Ph.D.	1919-1939
EDGAR GRAHAM GAMMON, D.D., LL.D.	1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D.	1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc.	1960-1963
WALTER TAYLOR REVELEY, B.A., B.D., Ph.D., LL.D., D.Litt.	1963-1977
JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.)	1977-



Josiah Bunting III, President of the College

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HENRY C. SPALDING, JR. '60	Vice-Chairman
JOSIAH BUNTING III	President
GEORGE B. CARTLEDGE, JR. '63	Secretary
JOHN A. TIMMONS, JR.	Assistant Secretary and Treasurer

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JOHN B. SARTAIN '65	Dallas, Texas
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Class of 1988

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ADMINISTRATIVE OFFICERS

1986-87

JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.)	President of the College
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OWEN L. NORMENT, JR., A.B., B.D., Th.M., Ph.D.	Dean of the Faculty
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ROBERT H. JONES, B.A., M.Ed.	Dean of Admissions
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ADMINISTRATIVE STAFF

1986-87

ERIC E. APPERSON, B.A.	Assistant Dean of Admissions
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GLENN CULLEY, A.A.S.	Controller
DABNEY M. DANIEL, B.A.	Director of Special Gifts
JAMES G. GAMBLE, B.S.	Programmer/Analyst
ANITA H. GARLAND, B.A., M.B.A.	Associate Dean of Admissions
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S. WARREN KERNODLE	Superintendent of Buildings and Grounds
JONATHAN MARKEN, B.A., M.A.	News & Information Officer & Assistant Director of Publications
VENUS H. MARKS, B.B.A., M.Ed.	Assistant Director of Counseling and Career Planning
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VIRGINIA G. REDD	Director of Records and Research
KIMBERLY B. ROTH	Bookstore Manager
C. LANDON ROYALS, B.A.	Assistant Dean of Admissions
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JOHN H. WATERS III, B.A.	Director of Alumni Relations
SALLY WATERS, B.S.	Assistant Director of Student Aid
FLORENCE C. WATSON	Assistant Director of Records

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MRS. JEWEL D. FORE	Secretary, Library

MRS. JANE HOLLAND	Secretary, Morton Hall
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MRS. JEAN P. HUDSON	Secretary, Gilmer Hall
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MRS. SARA PAIRET	Biology Technician
MRS. CATHERINE B. POLLARI	Reference Librarian
MRS. DOROTHY PORTERFIELD	Chemistry Stockroom Supervisor
MR. IRVIN M. ROBERTSON	Physics Technician
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MRS. ERNA W. DAYE	Purchasing Agent
MRS. VIRGINIA W. DRUEN	Executive Secretary to the President
MRS. LYNN W. ESTES, B.A.	Assistant and Secretary, Counseling and Career Planning
MRS. BARBARA C. FORE	Secretary to the Dean of Students
MS. BRENDA F. GARRETT	Secretary to the Director of Annual Giving and the Director of Special Gifts
MRS. MILLIE GRENOUILLOU	Postal Clerk
MS. KAREN HARRIS	Computing Center Operations Manager
MRS. VIRGINIA W. JOHNSTON	Secretary to the Vice President for Finance
MRS. SHIRLEY B. JONES, B.A.	Coordinator of Special Programs
MRS. LAURIE H. KENNON	Administrative Assistant, Development
MRS. NORMA F. LOCKE	Secretary, Athletic Department
MRS. DEBBIE W. MAXEY	Word Processing Secretary, Admissions
MRS. JEAN Y. MCKAIN	Executive Secretary, Admissions
MISS SHIRLEY K. MOTTELEY	Accounting Clerk, Development
MRS. GERRY PETTUS	Receptionist and Secretary, Development
MRS. BETTE POULSTON	Typesetter and Secretary
MRS. JEAN REID	Computer Records Manager
MRS. SHIRLEY B. RICE, A.B.	Assistant Postmistress
MR. HARRY SIMPSON	Supervisor of Housekeeping
MRS. QUETA S. WATSON	Assistant Supervisor of Housekeeping and Secretary to the Department of Buildings and Grounds
MRS. MARIANNE F. WELLS, B.A.	Postmistress
MRS. GAYLE R. WILLIAMS	Secretary/Receptionist, Student Aid and Records
MS. PAMELA WOODS	Graphics Assistant
MS. JACKIE YEATTS, B.S.	Records and Research Assistant



Faculty

1986-87 (*By Rank*)

THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc. (1927, 1971) *President Emeritus and Alexander Professor Emeritus of Physics*

WALTER TAYLOR REVELEY, A.B., B.D., Ph.D., LLD., D.Litt. (1963, 1978) *President Emeritus*

WILLIAM COLLAR HOLBROOK, A.B., B.A. (Oxon.), M.A., Ph.D. (1960, 1970) *Converse Professor Emeritus of Romance Languages*

ALBERT LOUIS LEDUC, A.B., M.A., Ph.D. (1962, 1972) *Professor Emeritus of Modern Languages*

ELMO BERNARD FIRENZE, B.A., M.A. (1946, 1974) *Professor Emeritus of German and French*

CHARLES FERGUSON MCRAE, B.A., B.D., Th.M., Th.D. (1942, 1975) *Professor Emeritus of Bible*

GRAVES HAYDON THOMPSON, B.A., A.M., Ph.D., Litt.D. (1939, 1977) *Blair Professor Emeritus of Latin*. B.A., Hampden-Sydney College, 1927; A.M., Harvard University, 1928; Ph.D., Harvard University, 1931; Litt.D., Hampden-Sydney College, 1979.

JOSEPH WILLARD WHITTED, B.S., M.A., Ph.D. (1949, 1981) *Professor Emeritus of Modern Languages*

JOSEPH BURNER CLOWER, B.A., B.D., Th.M., Th.D. (1954, 1977) *Professor Emeritus of Bible*

**On leave 1986-87; F=fall semester only, S=spring semester only.*

†*Exchange faculty from Randolph-Macon Woman's College*

NOTE: *The first date in parentheses indicates the year in which the faculty member began faculty service at the College. The second date indicates the year of appointment to the present rank.*

PAUL LIVINGSTON GRIER, B.A., B.A.L.S., M.A.L.S. (1940, 1980) *Head Librarian Emeritus*

DUDLEY BYRD SELDEN, B.S., M.S. (1961, 1974) *Associate Professor Emeritus of Mathematics*

GUSTAV FRANKE, B.S., M.A.T., M.A. (1938, 1965, 1981) *Assistant Professor of Mathematics and Computer Science, retired*

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 1963) *Alexander Professor of Physics*. B.S., Hampden-Sydney College, 1951; M.A., Duke University, 1952; Ph.D., Duke University, 1955.

HASSELL ALGERNON SIMPSON, B.S., M.A., Ph.D. (1962, 1965) *Professor of English*. B.S., Clemson University, 1952; M.A., Florida State University, 1957; Ph.D., Florida State University, 1962.

DONALD RICHARD ORTNER, B.A., B.M., C.R.M., M.A., M.S., Ph.D. (1961, 1967) *Professor of Psychology and Sociology and College Psychologist*. B.A., Northwestern College, 1944; B.M., Illinois Wesleyan University, 1946; C.R.M., Wisconsin Lutheran Seminary, 1947; M.A., Eastern Michigan University, 1957; M.S., Virginia Commonwealth University, 1980; Ph.D., Michigan State University, 1964.

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 1967) *Professor of Physics*. B.S., Virginia Military Institute, 1954; M.S., University of Virginia, 1957; Ph.D., University of Virginia, 1960.

FRANK JAMES SIMES, A.B., M.A., D.Ed. (1967) *Professor of Psychology*. A.B., University of Michigan, 1938; M.A., State University of New York, 1948; D.Ed., Pennsylvania State University, 1951.

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 1968) *Professor of Chemistry.* B.S., University of North Carolina, 1957; M.S., California Institute of Technology, 1960; Ph.D., University of North Carolina, 1962.

TULLY HUBERT TURNEY, JR., A.B., Ph.D. (1965, 1973) *Professor of Biology.* A.B., Oberlin College, 1958; Ph.D., University of North Carolina, 1963.

EDWARD ALEXANDER CRAWFORD, JR., B.S., M.A. (1963, 1979) *Professor of Biology.* B.S., University of South Carolina, 1948; M.A., University of Virginia, 1956.

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1980) *Professor of Religion.* A.B., University of North Carolina, 1955; B.D., Union Theological Seminary, 1958; Th.M., Union Theological Seminary, 1959; Ph.D., Duke University, 1968.

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 1981) *Professor of History.* B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

HERBERT JAMES SIPE, B.S., Ph.D. (1968, 1981) *Professor of Chemistry.* B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D.^F (1974, 1981) *Professor of Biology.* A.B., College of Wooster, 1963; M.A., University of New Mexico, 1965; Ph.D., Harvard University, 1971.

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 1981) *Professor of Religion.* B.S., Ohio State University, 1960; S.T.B., Boston University School of Theology, 1963; Ph.D., Boston University, 1969.

LEON NEELY BEARD, JR., B.A., Ph.D.^S (1968, 1982) *Professor of Physics.* A.B., Vanderbilt University, 1957; Ph.D., Vanderbilt University, 1967.

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968, 1982) *Trinkle Professor of History.* B.A., Randolph-Macon College, 1962; M.A., Duke

University, 1965; Ph.D., Duke University, 1972.

JAMES YOUNG SIMMS, JR., A.B., M.A., Ph.D. (1968, 1982) *Professor of History.* A.B., University of Maryland, 1958; M.A., University of Maryland, 1965; Ph.D., University of Michigan, 1976.

RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1982) *Professor of Mathematics.* B.S., Virginia Polytechnic Institute and State University, 1964; Ph.D., Virginia Polytechnic Institute and State University, 1971.

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A., Ph.D.^F (1970, 1982) *Professor of Modern Languages.* B.A., Instituto Santiago, Santiago de Cuba, 1949; Doctor en Derecho, Universidad de La Habana, Havana, Cuba, 1955; M.A., University of North Carolina, 1969; Ph.D., University of North Carolina, 1974.

CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972, 1983) *Professor of Classics.* B.A., Randolph-Macon College, 1960; M.A., University of Virginia, 1966; Ph.D., University of Virginia, 1972.

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 1984) *Professor of Biology.* A.B., Dartmouth College, 1964; Ph.D., Auburn University, 1967.

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 1984) *Professor of English.* B.A., Tufts University, 1964; M.A., University of Massachusetts, 1966; Ph.D., University of Massachusetts, 1969.

JOSEPH E. GOLDBERG, B.A., Ph.D.* (1975, 1985) *Professor of Political Science.* B.A., State University of Iowa, 1962; Ph.D., University of Washington, 1973.

ALAN FORD FARRELL, A.B., M.A., Ph.D. (1973, 1986) *Professor of Modern Languages.* A.B., Trinity College, 1966; M.A., Tufts University, 1967; M.A., Tufts University, 1972; Ph.D., Tufts University, 1972.

PAUL ANTHONY JAGASICH, B.A., B.S., M.A., Ph.D.^F (1973, 1986) *Professor of Modern Languages.* B.A., Apaczai Pedag. College,

Budapest, Hungary, 1955; B.S., Eotvos Tud. Egyetem, Budapest, H., 1960; B.A., Eotvos Tud Egyetem, Budapest, H., 1962; B.A. Eotvos Tud. Egyetem, Budapest, H., 1964; M.A., University of North Carolina, 1970; M.A., University of North Carolina, 1971; Ph.D., University of North Carolina, 1973.

JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), (1977) *President of the College and Adjunct Professor of English*. B.A., Virginia Military Institute, 1963; B.A., University of Oxford, 1965; M.A., University of Oxford, 1969.

SAMUEL VAUGHAN WILSON, LL.D., Hampden-Sydney College, 1979. *Adjunct Professor of Political Science*. (1984).

EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1969) *Associate Professor of Physics*. B.S., Massachusetts Institute of Technology, 1955; M.S., Pennsylvania State University, 1962; Ph.D., Pennsylvania State University, 1965.

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970) *Associate Professor of Economics*. B.A., Yale University, 1956; Ph.D., Duke University, 1966.

THOMAS EDWARD DEWOLFE, A.B., M.A. Ph.D. (1966, 1974) *Associate Professor of Psychology*. A.B., Harvard University, 1954; M.A., Vanderbilt University, 1960; Ph.D., University of Houston, 1969.

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A., M.A. (Oxon.) (1967, 1974) *Associate Professor of Classical Studies and Clerk of the Faculty*. B.A., Hampden-Sydney College, 1959; B.A., University of Oxford, 1962; M.A., Princeton University, 1965; M.A., University of Oxford, 1966.

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 1974) *Associate Professor of Philosophy*. B.A., University of Minnesota, 1959; S.T.B., Harvard Divinity School, 1962; M.A., Yale University, 1964; Ph.D., Yale University, 1968.

GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 1977) *Associate Professor of English*. B.A., Haverford College, 1965;

M.A., Yale University, 1968; Ph.D., Yale University, 1975.

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972, 1978) *Associate Professor of History*. B.S., Purdue University, 1960; M.A., Purdue University, 1968; Ph.D., Purdue University, 1972.

MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D. (1976, 1981) *Associate Professor of English*. B.A., Duke University, 1966; M.A., University of Illinois, 1967; Ph.D., University of Illinois, 1974.

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 1981) *Associate Professor of Classics*. B.A., Grinnell College, 1969; M.A., Stanford University, 1972; Ph.D., Stanford University, 1972.

GERALD MORICE BRYCE, B.S., Ph.D.^F (1978, 1981) *Associate Dean of the Faculty and Associate Professor of Mathematics*. B.S., Denison University, 1967; Ph.D., University of Virginia, 1975.

STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981) *Associate Professor of Fine Arts*. B.A., Amherst College, 1953; M.F.A., Yale School of Drama, 1963; D.F.A., Yale School of Drama, 1969.

JAMES C. KIDD, B.A., M.Mus., Ph.D. (1981) *Associate Professor of Fine Arts*. B.A., Williams College, 1963; M.Mus., Northwestern University, 1965; Ph.D., University of Chicago, 1973.

DAVID E. MARION, B.A., M.A., Ph.D. (1977, 1983) *Associate Professor of Political Science*. B.A., Saint Anselm's College, 1970; M.A., University of New Hampshire, 1972; Ph.D., Northern Illinois University, 1977.

JAMES ANGRESANO, B.S., M.B.A., Ph.D.^S (1980, 1983) *Associate Professor of Economics*. B.S., Lehigh University, 1968; M.B.A., New York University, 1971; Ph.D., University of Tennessee, 1981.

ROBB TYSON KOETHER, B.S., M.A., Ph.D. (1981, 1984) *Associate Professor of Mathematics*. B.S., University of Richmond,

1973; M.A., University of Oklahoma, 1974; Ph.D., University of Oklahoma, 1978.

DAVID S. PELLAND, A.B., Ph.D. (1981, 1984) *Associate Professor of Mathematics*. A.B., Dartmouth College, 1973; Ph.D., Wesleyan University, 1978.

DAVID WILLIAM GIBSON, B.A., M.B.A.^F (1979, 1985) *Associate Professor of Economics*. B.A., University of Richmond, 1976; M.B.A., College of William and Mary, 1978.

GERALD T. CARNEY, B.A., M.A., Ph.D. (1982, 1985) *Associate Professor of Religion*. B.A., Cathedral College, 1966; M.A., Fordham University, 1973; Ph.D., Fordham University, 1979.

KENNETH NEAL TOWNSEND, B.A., M.S., Ph.D.^F (1980, 1986) *Associate Professor of Economics*. B.A., Louisiana State University, 1976; M.S., Louisiana State University, 1978; Ph.D., Louisiana State University, 1983.

CARL WILLIAM ANDERSON, B.S., M.S., Ph.D. (1986) *Associate Professor of Chemistry*. B.S., University of Massachusetts, 1972; M.S., University of Cincinnati, 1975; Ph.D., University of Cincinnati, 1978.

ANNE CASTEEN LUND, B.S., M.S., Ph.D. (1974, 1984) *Adjunct Associate Professor of Biology*. B.S., Longwood College, 1967; M.S., Emory University, 1968; Ph.D., Emory University, 1974.

JOHN V. HARRELL, B.A., M.A., Ph.D. (1981) *Assistant Professor of Psychology*. B.A., Southwestern at Memphis, 1968; M.A., University of Mississippi, 1979; Ph.D., University of Mississippi, 1979.

ROBERT T. HERDEGEN III, B.S., M.A., Ph.D. (1981) *Assistant Professor of Psychology*. B.S., Rockford College, 1974; M.A., University of Delaware, 1978; Ph.D., University of Delaware, 1981.

JOSEPH MICHAEL WILSON, B.A., M.A., Ph.D. (1981) *Assistant Professor of Modern Languages*. B.A., Amherst College, 1976;

M.A., University of Massachusetts, 1979; Ph.D., University of Massachusetts, 1983.

ROGER M. BARRUS, B.A., M.A., Ph.D. (1982) *Assistant Professor of Political Science*. B.A., Michigan State University, 1973; M.A., Harvard University, 1979; Ph.D., Harvard University, 1984.

PHILIP M. HOLLERAN, A.B., (1984) *Assistant Professor of Economics*. A.B., Wabash College, 1978.

PAUL H. MUELLER, B.A., Ph.D. (1985) *Assistant Professor of Chemistry*. B.A., St. Olaf College, 1975; Ph.D., Northwestern University, 1980.

MARK T. NELSON, B.A., M.A., Ph.D. (1985) *Assistant Professor of Philosophy*. B.A., Wheaton College, 1979; M.A., University of Notre Dame, 1982; Ph.D., University of Notre Dame, 1985.

JAMES MARC SCHIFFER, B.A., M.A., Ph.D. (1985) *Assistant Professor of English*. B.A., University of Pennsylvania, 1973; M.A., University of Chicago, 1974; Ph.D., University of Chicago, 1980.

PAULE GOUNELLE KLINE, Ph.D. (1983) *Assistant Professor of Modern Languages*. Ph.D., University of North Carolina, 1982.

KEVIN MICHAEL DUNN, B.S., Ph.D. (1986) *Assistant Professor of Chemistry*. B.S., University of Chicago, 1981; Ph.D., University of Texas, 1986.

ELIZABETH JANE DEIS, B.A., M.A., Ph.D. (1983) *Visiting Assistant Professor of Rhetoric and Co-director of Rhetoric Program*. B.A., College of William and Mary, 1973; M.A., Duke University, 1976; Ph.D., Duke University, 1985.

LOWELL THOMAS FRYE, B.A., M.A., Ph.D. (1983) *Visiting Assistant Professor of Rhetoric and Co-director of Rhetoric Program*. B.A., St. John's University, 1975; M.A., Duke University, 1976; Ph.D., Duke University, 1984.

- JAMES F. PONTUSO, B.A., M.A., Ph.D. (1984) *Visiting Assistant Professor of Political Science.* B.A., University of Massachusetts, 1970; M.A., University of Virginia, 1977; Ph.D., University of Virginia, 1983.
- ROBERT G. HALL, B.A., M.Div. (1985) *Visiting Assistant Professor of Religion.* B.A., Davidson College, 1975; M.Div., Gordon-Conwell Theological Seminary, 1978.
- KHIN M. AUNG, B.S., M.A., (1986) *Visiting Assistant Professor of Physics.* B.S., Rangoon Arts & Sciences University (Burma), 1974; Diploma in Applied Physics, Rangoon Arts & Sciences University (Burma), 1978; M.A., Kent State University, 1982.
- DAVID L. TINSLEY, B.S., M.S., (1986) *Visiting Assistant Professor of Economics.* B.S., University of Illinois, 1974; M.S., University of Illinois, 1976.
- DAVID J. NORDEN, A.B., M.S. (1985) *Head Librarian.* Dartmouth College, 1969; M.S., Long Island University, 1974.
- THOMAS J. O'GRADY, B.A., M.A. (1974) *Poet-in-Residence and Lecturer in English.* B.A., University of Baltimore, 1966; M.A., Johns Hopkins University, 1967.
- CARL STERN, A.B., M.B.A., Ph.D.[‡] (1971) *Lecturer in Economics.* A.B., Colby College, 1943; M.B.A., University of Pennsylvania, 1947; Ph.D., University of Pennsylvania, 1954.
- JEANNE M. NAILOR, B.S., M.A.* (1980) *Lecturer in Mathematics.* B.S., Grove City College, 1978; M.A., Duke University, 1980.
- VICTOR N. CABAS, JR., B.A., Ph.D. (1982) *Lecturer in Rhetoric.* B.A., University of Virginia, 1970; Ph.D., State University of New York at Buffalo, 1974.
- DIANA AKERS RHOADS, A.B., A.M., Ph.D. (1985) *Lecturer in Rhetoric and English.* A.B., Smith College, 1966; A.M., Boston University, 1969; Ph.D., University of Virginia, 1979.
- CHARLES KIRK PILKINGTON, B.A., M.A. (1985) *Lecturer in History.* B.A., University of Mississippi, 1976; M.A., University of Virginia, 1979.
- SUSAN SOWERS, A.B., M.Ed. (1984) *Lecturer in Rhetoric.* A.B., College of William and Mary, 1979; M.Ed., University of New Hampshire, 1978.
- ROSALIND HINGELEY, B.A., M.A. (1985) *Lecturer in Rhetoric.* B.A., Randolph-Macon Woman's College, 1967; M.A., Boston College, 1972.
- MOLLY H. THOMAS, B.S. (1985) *Half-time Lecturer in Physics and Research Assistant.* B.S., Longwood College, 1983.
- SONIA WILSON, B.A. (1985) *Lecturer in Modern Languages.* B.A., Mt. Holyoke College, 1978.
- LEON MCCLAIN COHEN, B.S., M.S. (1986) *Lecturer in Mathematics.* B.S., Emory University, 1983; M.S., University of Virginia, 1986.
- LAORA DAUBERMAN, B.S., M.S. (1986) *Lecturer in Mathematics.* B.S., The Pennsylvania State University, 1984; M.S., Virginia Polytechnic Institute and State University, 1986.

LIBRARY

DAVID J. NORDEN, A.B., M.S.

Librarian

SANDRA W. HEINEMANN, B.A., M.A.L.S.

Catalogue Librarian

JANE B. MORRISON, B.S., Ed., M.L.S.

Assistant Catalogue Librarian

ATHLETICS

LOUIS F. MILLER, B.S.

Director of Athletics and Intramurals, and
Baseball Coach

JOSEPH E. BUSH, B.S.

Head Football Coach

RANDOL LAY

Head Soccer Coach

B. JOSEPH LAMMAY, B.S.

Sports Information Director, and
Head Golf Coach

CHRISTOPHER D. CONKWRIGHT, B.S.

Head Wrestling Coach

JOHN ROCK, B.S., M.A.

Head Athletic Trainer

TONY L. SHAVER, B.A., M.A.T.

Head Basketball Coach

JAMES ANGRESANO, B.S., M.B.A., Ph.D.

Head Cross Country Coach

CARMEN PALLADINO, B.A., M.Ed.

Head Tennis Coach and Assistant Football
Coach

RAY ROSTAN, B.S., M.S.

Head Lacrosse Coach and Assistant Soccer
Coach

WILLIAM B. DYER, B.A.

Assistant Athletic Trainer

FRANK H. FULTON, JR., B.A.

Assistant Football and Baseball Coach

COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees, Academic Affairs, Faculty Affairs, and Student Affairs, Budget-Audit, Grievance and their subcommittees are listed below with their areas of responsibility and the names and terms (the number of parentheses indicates the last year in office) of their members.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (*e.g.*, audiovisual materials, computer programs, library, remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the Faculty. Also serves as the Executive Committee of the Faculty between Faculty meetings. May establish sub-committees and *ad hoc* committees, for purposes definite, to report to it.

Membership:

3 faculty members, 1 elected from each division, by each division, for 3-year staggered terms: Barrus (87),

Farrell (88), Beard (89)

1 faculty member elected at large annually: Harrell

1 faculty member appointed by the President annually
after the election of the above: Mayo

1 student elected annually in the Spring by faculty
members of the Committee (save for Executive
Committee business): B. Jackson
Dean of the Faculty, *ex officio*: Norment
Chairman, elected from within the Committee: TBA

Honors Council

A subcommittee of the Academic Affairs Committee,
responsible for recruitment of honors scholars;
coordination of departmental honors for juniors
and seniors; administration of a program of
book seminars, lectures, and cultural events;
administration of Introductory Honors Program;
administration of the Merit Scholarship
program.

Membership:

3 faculty members appointed by the Dean for 3-year
staggered terms: Sipe (87), Laine (88), Rogers
(89)

Dean of the Faculty, *ex officio*: Norment
Chairman, appointed by the Dean: Rogers

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee,
responsible for supervision and implementation
of the admissions and financial aid policy estab-
lished by the Faculty.

Membership:

Director of Admissions (Chairman *ex officio*): Jones

Dean of Students: Drew

3 faculty members elected one each year, for 3-year
staggered terms, by the Faculty: Sipe (87),

Saunders (88), Fitch (89)

1 faculty member appointed annually by the President, after the above election: Farrell
(The Chairman shall invite such other members of the Administration as shall be appropriate to sit in on meetings when needed.)

Premedical-Prendental Advisory Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and prendental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

Membership:

3 faculty members, two of whom should represent the natural sciences, appointed by the President for 3-year staggered terms: Turney (87), Joyner (88), Heinemann (89).

Foreign Study Committee

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Membership:

4 faculty members appointed for 4-year staggered terms, one appointed each year by the President: Martin (87), TBA (88), Kidd (89)

Chairman: TBA

FACULTY AFFAIRS COMMITTEE

Responsible for advice on faculty hiring, promotion, and tenure; advice to the Dean of the Faculty on the funding of faculty research, sabbaticals, and development.

Membership:

3 faculty members (all tenured faculty), 1 elected from each division, by each division, for 3-year staggered terms: Martin (87), Porterfield (88), Heinemann (89)

3 faculty members, one from each division, elected by the faculty as a whole for 3-year staggered terms: Pelland (87), Ortner (88), Carney (89)

Dean of the Faculty, *without vote*: Norment

Chairman, elected from within the Committee: TBA

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

Membership:

3 faculty members, one elected at large each year for a 3-year term: Koether (87), Lund (88), Holleran (89)

President of the Student Government: M. Lyster

2 students appointed by the President of the College annually in the spring: D. Brown, H. Pollard
Dean of Students *ex officio*: Drew
Chairman, elected from within the Committee: TBA

Lectures and Programs Committee

A subcommittee of Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

3 faculty members, serving 3-year staggered terms—1 appointed by the President, 2 elected by the Faculty: Iverson (87), Coy (88), TBA (89)
4 students chosen annually in the Spring by the President of Student Government: M. Barke, R. Citrone, R. Wilson, R. Wilt.

Dean of Students, *ex officio*: Drew
Chairman, appointed by the President: Hall

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the Faculty, oversight and review of varsity and intramural athletic programs; liaison between the Athletic Director and the Faculty.

Membership:

Athletic Director *ex officio*: Miller

Dean of Students *ex officio*: Drew

4 faculty members, one elected at large each year for a 4-year term: Simms (87), Heinemann (88), Bagby (89), Schiffer (90)

1 student elected annually in the Spring by Faculty members of the Committee: A. Gray

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College—the findings to be reported to the Faculty, students, and trustees.

Membership:

4 faculty members, serving 4-year staggered terms, one from each division: Gaskins (87), Joyner (88), Herdegen (89); and one from the faculty at large: Simpson (90)

Chairman, elected from within the Committee: TBA

GRIEVANCE COMMITTEE

Responsible for hearing grievances including appeals of tenure, promotion and hiring decisions.

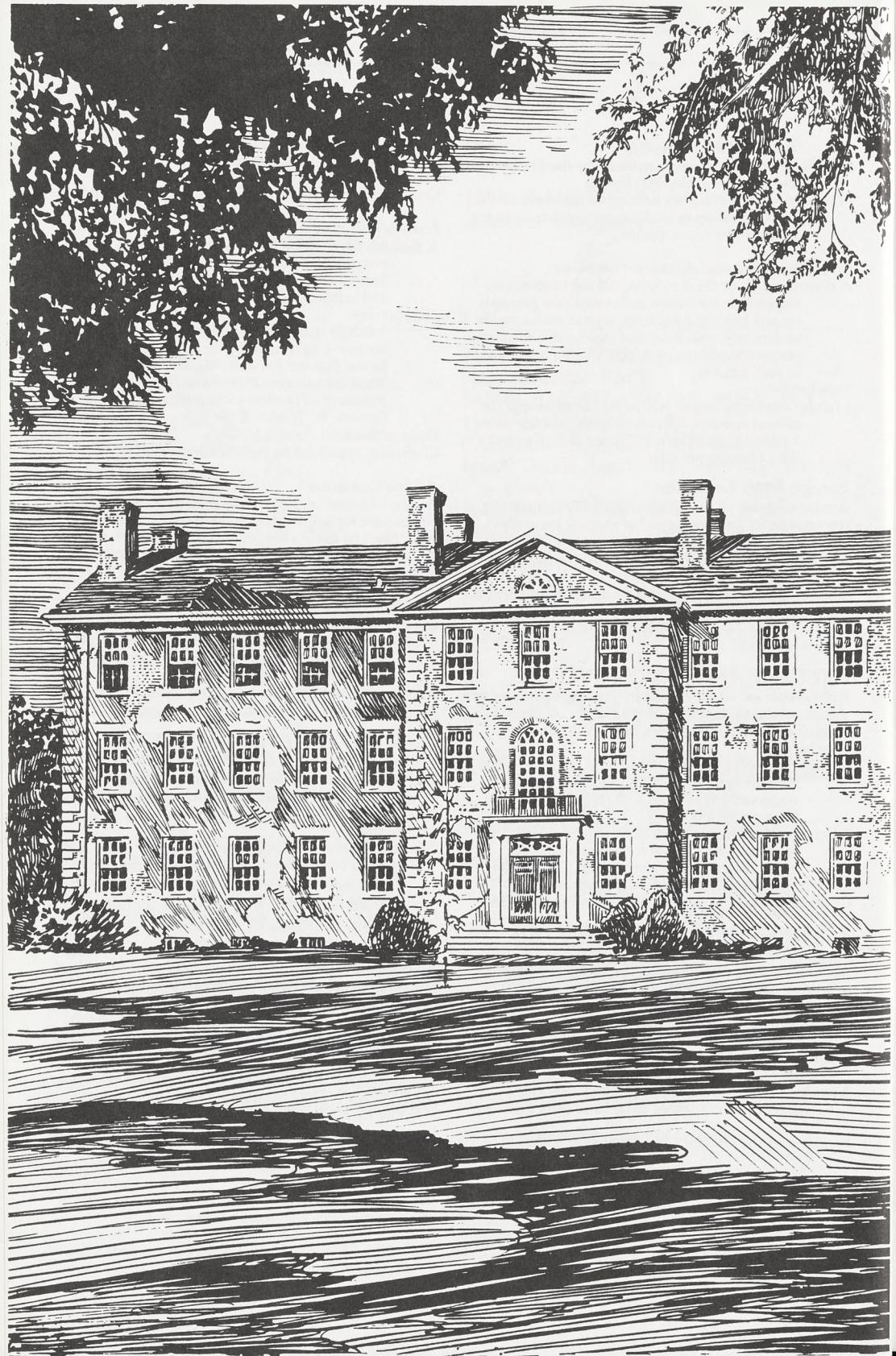
Membership (*elected from tenured faculty*):

5 faculty members elected at large for 3-year staggered terms. Administrative officers are not eligible to serve. Angresano (87), Marion (87), Simpson (88), Rogers (89), Hendley (89)

2 alternates: Kidd (87), Arieti (87)

Chairman, elected from within the committee: TBA

Faculty Representative to the Board of Trustees: Martin





Academic Program

In keeping with the classical ideal of education, Hampden-Sydney seeks "to form good men and good citizens." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the student's undergraduate experience. The College encourages him to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, ethics, and politics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. With this object in view, Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney

strives to make men truly free.

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney.

GRADUATE STUDY

Students who plan to pursue graduate work should maintain close liaison with members of the faculty in the area in which they plan to continue their education. In order to gain admission to graduate school, an applicant is expected to have done undergraduate work of a high caliber. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS AND GOVERNMENT

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business or governmental administration. Hampden-Sydney graduates have entered these fields from every major program of the College. Whatever a student's major may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Many Hampden-Sydney students prepare for business careers by electing a major in economics, especially in the managerial eco-

nomics program. Many others, however, enter business from a variety of majors other than economics. Some, from economics and other disciplines, continue their education in Master of Business Administration (M.B.A.) graduate programs. A student planning to enter business or government, or to attend graduate school in business administration, is urged to take advantage of the variety of liberal arts courses here, all of which contribute to a balanced view of his society, economy, and culture.

THE CHRISTIAN MINISTRY

Theological seminaries do not specify particular courses as prerequisites for admission but instead urge those who contemplate the Christian ministry to take a broadly-based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in his undergraduate training a working knowledge of these languages. Hampden-Sydney provides an excellent education to those who wish to become Christian ministers.

ENGINEERING

Hampden-Sydney's program in the natural sciences, mathematics, and computer science provides excellent preparation for careers in engineering. Students may either pursue a dual degree program with Virginia Polytechnic Institute and State University or Georgia Institute of Technology, or a course of study especially suited to graduate work in engineering. (See, for example, the concentration in electronics engineering/engineering physics offered by the Department of Physics.)

Students interested in pursuing a career in engineering should see Dr. Beard early in their freshman year.

LAW

Students planning a career in law need not follow a prescribed undergraduate program or take a specific major in preparation for law school or professional practice. Students are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education."

A program of study in which students develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. These skills are employed throughout the liberal arts curriculum in the study of ethics, history, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session.

MEDICINE AND DENTISTRY

According to recent editions of *Medical School Admissions Requirements* (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education—a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities." In effect, they strongly support a liberal-arts education.

Although a majority of medical and dental applicants major in science, the premedical or predental student should clearly understand that choice of major *of itself* has no influence on chances for acceptance. "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests." (MSAR) Students with strong interests in two fields sometimes elect a double major.

Virtually all U.S. medical and dental schools require the completion of two semesters of each of the following basic science courses (with laboratory): general biology, general chemistry, organic chemistry, and general physics. A candidate's performance in these courses generally carries more weight in the admissions process than other courses, particularly for the nonscience major who has less additional science work for consideration. Certain medical and dental schools list additional required or recommended courses in such fields as mathematics and Rhetoric/English. No later than his junior year, each student

should consult MSAR for the particular requirements of each institution to which he may apply.

Whatever his major and choice of electives, it is important that the student choose a challenging curriculum each semester that assists in his rapid development and builds a strong record for admission.

As an important element in admissions, every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT) and every dental school the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

A faculty committee advises students concerning preparation for medical and dental school and assists them in the application process. On request, it prepares committee recommendations for transmittal to all institutions to which the student has applied. Students planning a career in medicine or dentistry should contact the chairman of the faculty committee about their plans no later than the spring semester of their freshman year.

SECONDARY SCHOOL TEACHING

Liberal education provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. A strong major in the field to be taught, with supporting courses in related areas, is the most important preparation.

Courses needed to satisfy the certification requirements of the State may be taken at Hampden-Sydney, at Longwood College (through the cooperative program), or at an EXCHANGE institution. Students who think they may want to earn full certification should consult with the Director of Records before the beginning of their junior year.

HAMPDEN-SYDNEY TEACHING FELLOWSHIPS

Rising juniors and seniors interested in secondary school teaching may apply for a Hampden-Sydney Teaching Fellowship. These Fellowships have been made possible by a generous gift from the Brown Foundation of Houston, Texas. They provide financial assistance to qualified applicants. Students interested in applying should see the Asso-

ciate Dean of the Faculty.

EDUCATIONAL FACILITIES

COMPUTING FACILITIES

The John Brooks Fuqua Computing Center at Hampden-Sydney College houses one of the finest academic computing systems that an undergraduate is likely to find anywhere. Located on the first floor of Bagby Hall, the recently renovated facility is built around a Concurrent 3242 CPU with 5 million bytes of main memory and a secondary on-line memory capacity in excess of 500 million bytes. True 32-bit architecture, an 8 KB cache memory, double precision floating-point hardware, and microprogrammable firmware are some of the many advanced features of the 3242.

There are 36 terminals and 8 printers directly attached to the computer. Sixteen terminals and 4 printers are located in the Computing Center Lab where they are available to both individual students as well as entire classes. Utilizing a network consisting of more than 6 miles of underground cable, another 20 terminals and 4 printers are distributed campus-wide, connecting every academic and administrative building to the computer. From any of these 36 terminals students can run programs in FORTRAN, BASIC, PASCAL, COBOL, SNOBOL, and Assembler and can access an extensive library of special programs such as MINITAB (statistics), TEXT (word-processing), SPSS, and IMSL (International Mathematics and Statistics Library). In addition, four 1200 BPS dial-up lines make it possible for users to access the computer from any location where there is a telephone. Thus, using a microcomputer and modem, it is possible for a student to access the College computer from the privacy of his dorm room.

The OS/32 operating system on the 3242 is a multi-tasking, multiprogramming operating system which supports a simultaneous mix of interactive and batch jobs. This means that a student can submit one or more long jobs to run in batch mode and, while those jobs are running, he can be editing a program in interactive mode in preparation for still another run. And with OS/32 the only limitation on the size of a program is the amount of main memory available. At Hampden-

Sydney this is a full five million bytes.

Because of the ease of access, computer usage at the College has grown at the rate of 15% per year since the Concurrent 3242 was installed. In order to guarantee ease of access for the rest of this decade, the College has purchased a large number of Apple Macintosh microcomputers. In addition to a Macintosh lab which doubles as a classroom, there are Macintoshes in the Library and Macintoshes in the dorms. Over half of the members of the faculty own Macintoshes which they use in teaching and research. A Macintosh software library of several hundred programs is maintained by the College and a laser printer is available for both student and faculty use.

The College also has equipped its scientific and experimental labs with more traditional pre-Macintosh type computers. These mini/micro computers are used by students for a wide variety of purposes, including monitoring laboratory experiments, data collection and plotting, and interactive graphics.

LANGUAGE LABORATORY

A foreign language laboratory is located in Eggleston Library, for the instruction of students in audio-lingual skills. Regular work in the development of these skills is required of all first- and second-year students in modern languages.

EGGLESTON LIBRARY AND FUQUA INTERNATIONAL COMMUNICATIONS CENTER

The Eggleston Library serves as one of the most valuable academic resources at the College. The Library's collection has been specially selected to support Hampden-Sydney's liberal arts curriculum. It contains over 150,000 volumes, 890 periodical titles, microfilm and government documents arranged in open stack for ease of use. The collection has been dramatically enhanced by a \$1.6 million challenge grant from the National Endowment for the Humanities.

Open 100 hours per week, the Library provides a congenial environment for study with seating for over half of the student body. Reference staff provide assistance on a variety of subjects weekdays and most evenings, and they conduct classes on library research methods. The Library provides interlibrary loan service through the nation-wide OCLC

bibliographic database and offers searching of other on-line information sources to students and faculty.

Also located in the Eggleston Library is the Fuqua International Communications Center. A state-of-the-art facility completed during the summer of 1986, the Center houses the newest electronic media to support learning. It maintains a collection of over 3,500 video-discs, videotapes, compact discs, sound recordings, and computer software programs. Sixteen carrels and six viewing and listening rooms hold a variety of hardware for individual and group use. Two antennas for reception of satellite television broadcasts from around the western hemisphere add an international dimension to the Center.

GILMER SCIENCE CENTER

Gilmer Science Center, completed in 1968, has 62,500 square feet of teaching space, including a separate greenhouse. It is unusually well equipped for undergraduate training in biology, chemistry, and physics. Special areas have been designed for faculty research, independent student research, and cooperative faculty-student projects.

SPECIAL PROGRAMS

SPRING SHORT TERM

Hampden-Sydney conducts a one-month "short term" starting a week after Commencement. One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. In addition, certain courses offered during the regular semesters are also offered during the Short Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the Short Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the Short Term in no way implies assured admission toward a degree at Hampden-Sydney College.

Credits earned during the Short Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students, grades and quality units will be calculated in the cumulative average after completion of a subsequent full semester. Acceptance of Short Term credits by other institutions depends on the consent of those institutions.

The maximum course load that a student may carry during the Short Term is six semester hours. Fees are charged by the course-hour. The application deadline is usually May 1.

Students may live in Hampden-Sydney dormitories, and all college facilities are available for their use.

WASHINGTON SEMESTER PROGRAM
Hampden-Sydney College is one of approximately 100 colleges and universities in the Washington Semester Program of the American University in Washington, D.C. The Program is designed to afford well-qualified students an opportunity to study American government in action, not only through courses in the School of Government and Public Affairs, but also through the Seminar, which brings students into direct discussion with major public officials, political figures, lobbyists, and others active in national

government. In addition to the regular Washington Semester, the arrangement with the American University includes the Washington Urban Semester, The Foreign Policy Semester, the Justice Semester, the Economic Policy Semester, the American Studies Semester, and the Washington Science and Technology Semester. The Seminar of the Foreign Policy Semester brings the student into contact with government officials, policy planners, key legislators, foreign embassy personnel, and national defense officials, while course work is taken in the School of International Service. The Urban Semester involves work in urban management, civic problems, and contact with officials in the urban planning of Washington and surrounding communities. The Justice Semester includes work with justice officials on all levels of government to provide a realistic picture of executive department implementation of crime-related legislation, federal investigative agencies, and the role of the federal court system in the administration of law. The Washington Economic Policy Semester is an intensive examination of the policy-making process in Washington, particularly as it relates to economic policy. The Washington Science and Technology Semester includes seminars, field study, and research to give insight into the present state of science and technology in specific national problem areas, such as the energy crisis. The Washington Journalism Semester provides an intensive scrutiny of the gathering and presentation of the news.

The Program enables a student to earn sixteen semester hours of credit. This credit is earned through participation in three facets of the Program.

The Seminar (8 credit hours) consists of a program of reading and dialogue between the students and faculty and those in the Washington community who participate. Seminar sessions are held every week at either American University or the offices and committee rooms of the invited participants.

The Internship (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study. Internships are available in both the public and the private sectors.

The Research Project (4 credit hours) gives students latitude in investigating subjects and

issues within their area. Guidance is provided by the director of the program.

Only a few Hampden-Sydney students are accepted each semester. Student applicants must be seniors, juniors, or second semester sophomores at the time of their participation in the Program. *Applicants must possess a cumulative grade average no lower than the line between B and C (2.5 on a 4 point scale) to be considered for admission.* Nominations are made in early October and April for succeeding semesters. Applicants need not be majoring in political science but must have had the equivalent of American Government or a beginning course in political science. Application instructions are announced twice a year.

Successful nominees pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be constructively registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Although the fees are paid to Hampden-Sydney, the costs are those charged by American University. An estimated breakdown of costs for the Washington Semester is listed below (1986-87 estimate):

1. Tuition	\$4,100.00
2. Room Rental Fee (per student) —	
Double Room	1,200.00
Triple Room	920.00
3. Student Activity Fee	35.00
4. Residence Hall Association Fee	5.00
5. Parking Permit Fee	115.00

A ten-meal plan allows a student to choose any ten meals offered from Monday through Friday of each week. The cost for this option is approximately \$600.00 for the semester. It is also possible for students to purchase individual meals *a la carte* at a reasonable rate.

Other expenses to be considered are:

- transportation to and from Washington;
- transportation (bus and the Metro Subway to seminars and internships) \$6.00 - \$8.00 per week;
- transportation for trips during vacation periods;
- books (between \$55.00 and \$80.00); and
- social and cultural activities.

THE WASHINGTON INTERNATIONAL STUDIES CENTER

Hampden-Sydney College is associated with the Washington International Studies Center, an educational foundation that offers varied opportunities to qualified students for study in Washington and Great Britain, principally (though not exclusively) in the areas of government, international relations, and economics. Current programs of the Center include the Washington Internships Program, the Summer Term at Oxford in International Studies, the London Internships Program, the Academic Year Program in the University of Oxford, and the Academic Year Program in the University of St. Andrews, Scotland. The Washington faculty of the Center includes distinguished scholars and journalists, many of whom have held or currently hold important government posts. In addition to formal coursework and internship programs, students have opportunities to meet informally for discussion with current and retired government officials, to attend a variety of conferences and meetings, and to observe at first hand the processes of deliberation and decision-making on public policy issues.

Hampden-Sydney students receive full academic credit (both hours and grades earned) for the Center's Washington programs and approved courses and programs in Great Britain available through the Center. Fees for the different programs vary, but are generally comparable to Hampden-Sydney costs. Further information about the Center may be obtained from the Department of Political Science or from the office of the President or of the Dean of the Faculty.

APPALACHIAN SEMESTER PROGRAM

The Appalachian Semester Program is conducted at Union College, Barbourville, Kentucky. It is a unique interdisciplinary academic program in which junior and senior students from higher educational institutions throughout the United States devote their full time to studying the Appalachian region—its strengths, problems and challenges. The program includes nine hours of credit for upper-level courses and six hours for field work in a variety of disciplines. Field work may be either experiential learning of a regional nature in a local service agency or other institutional setting, or it may be directed study in

the region at large. The program is designed to combine interdisciplinary classroom experiences and on-the-scene community experiences into a "living-learning" situation where total involvement of students and faculty may take place. Opportunities are provided to discuss with local and regional leaders assets and problems of the region, and field trips are coordinated with seminar discussions in order to involve participants on the spot with current regional issues. Applications should be made to Dr. Ortner.

DUAL DEGREE PROGRAM

Hampden-Sydney College and Georgia Institute of Technology have established a plan whereby an undergraduate student will attend Hampden-Sydney College for approximately three academic years and the Georgia Institute of Technology for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Hampden-Sydney College and one of the several designated bachelor's degrees awarded by the Georgia Institute of Technology.

Dual Degree candidates from Hampden-Sydney College are eligible to seek any of the following degrees from Georgia Institute of Technology:

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Economic Systems
- Bachelor of Engineering Science
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Nuclear Engineering
- Bachelor of Science in Textile Chemistry
- Bachelor of Science in Textiles
- Bachelor of Textile Engineering

Interested students should consult the Hampden-Sydney Dual Degree program director, Dr. Beard, for information concerning specific course requirements.

APPLIED CHEMISTRY COOPERATIVE PROGRAM

Hampden-Sydney College and Virginia Polytechnic Institute and State University have

established a cooperative program for students seeking careers in chemical engineering and/or applied chemistry, in which the student spends his first three years majoring in chemistry at Hampden-Sydney followed by his senior year in the Department of Chemical Engineering at VPI & SU. Upon satisfactory completion of the program, the student is awarded the B.S. in chemistry from Hampden-Sydney. A student completing the program is eligible to begin study for the M.S. in chemical engineering at VPI & SU, upon approval by that institution, in a program requiring two summers and one academic year.

Students interested in this cooperative engineering program should contact the program advisor, Dr. Porterfield.

EXCHANGE

Hampden-Sydney College participates with Hollins College, Randolph-Macon College, Randolph-Macon Woman's College, Sweet Briar College, Mary Baldwin College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program is designed primarily for juniors to study for a semester or academic year at one of the other schools.

Purposes of the program are to broaden the educational opportunities of students and to provide a different campus environment.

Eligibility of the student to participate is determined by the home institution. Students who are interested should apply to the Director of Records.

LONGWOOD COLLEGE COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood College under which full-time students at either institution may enroll for certain courses at the other institution without added expense. A list of approved Longwood courses is maintained by the Director of Records. Application for a Longwood course is made through the Director of Records at Hampden-Sydney, preferably at the time of pre-registration. Students are registered on a space-available basis.

ROTC

Hampden-Sydney men may enroll in the ROTC program conducted at Longwood Col-

lege as part of the Longwood College Cooperative Program. Application for Military Science courses is made through the Director of Records at Hampden-Sydney, just as for any other course at Longwood. Such courses are recorded on the student's transcript. *However, Military Science courses do not count as hours toward graduation, nor are they computed in the student's grade point average.*

Application for acceptance in the Advanced Course requires the nomination of the President of Hampden-Sydney College and acceptance into the Course by the Officer in Charge.

FOREIGN STUDY

Although Hampden-Sydney does not conduct its own study-abroad program, Hampden-Sydney students are eligible to participate and earn academic credits in foreign study programs sponsored by other colleges or educational organizations.

Currently, Hampden-Sydney College approves five specific foreign study programs: The Institute of European Studies, with programs in London, Madrid, Freiburg, and Paris; Schiller College, with programs in London, Madrid, Heidelberg, and Paris; The Franco-American Study Center, in Normandy; the FORSPRO summer program in Madrid; and the summer Virginia Colleges Program at Oxford. Hampden-Sydney students participating in these programs earn grades, credit hours, quality units.

In addition, the Foreign Study Committee can recommend to the Director of Records that credit be given for satisfactory completion of any of a number of other programs of academic work abroad. For these programs, the student earns transfer credits but not Hampden-Sydney quality units.

The programs approved usually require the student's participation in a group sponsored and supervised by an accredited American institution or a recognized administrative agency. The program must clearly form a legitimate part of the student's curriculum. Ordinarily, students must have earned at least 45 and not more than 90 semester hours at Hampden-Sydney to be eligible for foreign study credit.

Recommendation for credit must be obtained in advance of the work abroad. A student must:

1. Inform the chairman of the faculty Foreign Study Committee and receive approval of his plan of study.
2. Obtain a Foreign Study Permission form from the chairman of the Committee.
3. Obtain signatures on the Permission form from the following:
 - a. The chairmen of the equivalent Hampden-Sydney academic departments for each proposed course.
 - b. The student's Faculty Advisor.
 - c. The chairman of the student's major department.
4. Present the completed form to the Director of Student Aid and Records by November 1st/April 15th of the semester preceding his departure.

The Director of Student Aid and Records shall forward a copy of the completed permission form to the student's advisor and provide information to the assistant directors of aid and records and the Business Office.

Hampden-Sydney students who are eligible for financial aid will be eligible to receive an equivalent amount for study abroad. Specific information is available in the Office of Student Aid and Records.

Any student who studies abroad is responsible for providing to the Director of Records of Hampden-Sydney College transcripts of his work promptly on completion of his foreign study. All grades earned abroad in programs already sanctioned by Hampden-Sydney will be counted; grades earned in other programs will be accepted provided that they meet the transfer-credit standard of at least C in approved courses.

Further information about foreign study opportunities and the regulation for specific programs can be obtained from the faculty Foreign Study Committee and the Counseling Center.

THE HONORS PROGRAM

The Honors Program is designed specifically for the man who has given evidence of intellectual curiosity, independence of thought, excitement about learning, and an appreciation of knowledge—for the sort of man who sparks the enthusiasm of his fellow students and challenges the best in his teachers. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and class-

mates, rather than just listening to lectures. The size of Hampden-Sydney, and her excellent faculty, make her uniquely suited to provide a learning environment for this type of motivated student.

The program provides the following components (each an independent entity that can be elected by the students): (1) *Introductory Honors* for freshmen, consisting of one course per semester for two semesters. Four-fifths of the student's academic work is taken in the broader curriculum of the College during this period. (2) *Honors Independent Study* for juniors and seniors, comprising a series of courses, independent studies, or tutorials organized around a specific theme (generally crossdisciplinary) and culminating in an independent project. (3) *Honors Majors* are available in all departments for upperclassmen. These consist of special courses and appropriate directed reading or independent study. Each student participating is designated a Fellow of the College, sharing fully in the ongoing creativity of the Faculty and his fellow Honors students. Ordinarily, to be eligible for participation, a student must present an overall academic average of at least 3.0 with a 3.3 average in his departmental major courses. Students interested in applying should consult their department chairman.

Supervision of the Honors Program is the responsibility of the Honors Council, composed of an advising-teaching team of faculty and administrative officers of the College. Participation in Honors work is limited to demonstrably superior students who either apply for membership in the program or are nominated by guidance counselors or professors. Interested students should consult the Director of the Honors Council, Dr. Rogers. Entrance into any phase of the program is subject to the approval of the Honors Council.

SENIOR FELLOWSHIPS

In the spring of their junior year a group of men are selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of

their personal project. That normally includes the waiving of conventional curriculum requirements. Each Senior Fellow will work closely with an advisor in executing his program of study. Usually the Fellow is required to submit a year-end report of his efforts. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

Selection of the Fellows is made by the President on the recommendation of the Honors Council. The Council will provide general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application, or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Council during the first few weeks of the second semester. He shall include in his application the name of the faculty member who has consented to be his principal advisor and a detailed description of his project, what he proposes to do, why he wants to do it, and how to achieve his purposes. Senior Fellows pay full tuition.

THE RHETORIC PROGRAM

The Rhetoric Program was established by the faculty in 1977-1978. The purpose of the program is to assure that all graduates of the College are able to write clearly, cogently, and grammatically. In order to be graduated from Hampden-Sydney College, a student must satisfy all aspects of the Rhetoric proficiency requirement. For students who need intensive training in basic writing and reading skills, the program is divided into a three-course sequence, Rhetoric 100, 101, and 102; for other students, the program consists of a two-course sequence, Rhetoric 101 and 102.

Rhetoric 100 emphasizes basic sentence grammar, the elements of composition, and vocabulary and reading skills. A student who takes Rhetoric 100 must pass this course before enrolling in Rhetoric 101. If he performs exceptionally well in the course, he may be exempted from Rhetoric 101 with the con-

sent of the Directors of the Program.

Rhetoric 101 teaches the mechanics of effective writing—from basic sentence patterns through paragraph development to the preparation of an effective paper. Entering students who write particularly well may be exempted from Rhetoric 101.

Only students who have scored four or five on the advanced placement examination of the College Board (see p. 43) or transfer students who have earned six hours of credit in writing courses in another college and who pass the rhetoric proficiency examination upon entering Hampden-Sydney College will be exempted from Rhetoric 102. All other students must take Rhetoric 102.

Rhetoric 102 focuses on the study and composition of the essay, with special attention to stylistic clarity, vocabulary building, and research techniques.

Each student must pass the proficiency examination in rhetoric at the end of his sophomore year. The examination will be a timed essay; the essays will be evaluated by faculty members drawn from the faculty at large.

A student who performs unsatisfactorily on this examination has the option of taking a short-term course, or seeking tutorial assistance. Opportunities for a retest will be provided. A student will be suspended if he has not passed the Rhetoric proficiency exam by the end of the semester in which he earns his 89th credit hour toward graduation. (Hours earned in short term or summer school will be applied to the following, rather than preceding, semester.)

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

Students who entered Hampden-Sydney prior to the fall of 1978 and who have not satisfied the English composition proficiency requirement will be allowed to do so by successfully completing Rhetoric 101.

Students who successfully completed English 105 prior to the fall of 1978 will be allowed to take Rhetoric 102 for graduation credit hours but not distribution credit hours.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

It is solely the responsibility of the candidate to make sure he meets all the stated requirements for his degree.

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts, or for a student majoring in the natural sciences who requests it, a Bachelor of Science degree.

PROFICIENCY REQUIREMENTS

Required for graduation is proficiency in Rhetoric and in a foreign language at the 200 level: (*i.e.*, passing Rhetoric 101 and 102, unless exempted; passing the Rhetoric proficiency examination; and passing two semester courses in a foreign language at the 200 level, or one 3-hour course at the 300 level).

DISTRIBUTION REQUIREMENTS

Distribution credits can satisfy requirements of a departmental major, and requirements for a major can satisfy distribution requirements. Foreign language literature courses can satisfy the Humanities distribution requirement in literature as well as the language requirement. Otherwise, courses taken to satisfy proficiency requirements may not be used to satisfy distribution requirements.

A list of the distribution requirements follows.

- A. Natural Sciences and Mathematics (Four Courses)
 - 1. Natural Sciences: two courses, chosen from two departments, including at least one (with co-requisite laboratory) from among Biology 101, Chemistry 101, Physics 111, Physics 105, Physics 106.
 - 2. Mathematics: one course from among Mathematics 101, 102, 103, 104, 201, 202, 203, 207.
 - 3. One additional course outside the department of the major.

- B. Social Sciences (Three Courses)
 - 1. History and Political Science: one course from among History 101, 102, 111, 112; Political Science 101, 200.
(If used to satisfy the History and Culture requirement, History 101 or 102 may not be used to satisfy the Social Sciences requirement.)
 - 2. Economics, Psychology, Sociology: one

course from among Economics 101, Psychology 201, Sociology 201.

- 3. One additional course outside the department of the major.

C. Humanities (Seven Courses)

- 1. History and Culture: Western Man 101-102 or History 101-102 (two course sequence required).
(History 101 or 102 may not be used to satisfy the History and Culture requirement if one of them is used to satisfy the Social Sciences requirement.)
- 2. Philosophical and Religious Thought: one course from among Philosophy 201, 202, 301, 302, 304; Religion 201, 202, 205.
- 3. Literature: one course from among Classical Studies 203, 204; English literature courses; Classical and Modern Language literature courses at the 300 level and above.
- 4. Fine Arts: one course from among Fine Arts 103, 201, 202, 207, 302.
- 5. Two additional courses outside the department of the major.

CREDIT HOURS REQUIREMENT

Required for graduation is the successful completion of enough course work to total 120 semester hours of credit. A semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for the laboratory which meets two and one-half hours per week for the semester.

MAJOR REQUIREMENT

Successful completion of the courses to qualify for a major in the department or area of specialization is required.

The purpose of the major is to afford students the opportunity to study a particular subject in depth. This concentration is intended to complement the broad education provided by proficiency courses, distribution requirements, and electives.

Students must ordinarily notify the Director of Records of their choice of major department before the end of their fourth semester.

If a student's interests change, it is possible to change his major while he is an upperclassman.

MAJORS

A student may elect to major in any one of the following disciplines or groups of disciplines:

Biochemistry	Latin
Biology	Management Economics
Biophysics	Mathematics
Chemistry	Mathematics and Computer Science
Chemical Physics	Mathematics and Natural Science
Classical Studies	Philosophy
Economics	Physics
Economics with Mathematics	Political Science
English	Psychology
French	Religion
German	Religion and Philosophy
Greek	Spanish
Greek and Latin	
History	
Humanities	

The requirements for each of these majors may be found in the section on Course Offerings.

RESIDENCE REQUIREMENT

Required for graduation is a minimum residence of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

QUALITY REQUIREMENT

Required for graduation is a grade point average of 2.0 or better, on work taken at Hampden-Sydney or in cooperative programs. The grade point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein. (See page 33 for an explanation of quality points.)

FRESHMAN AND TRANSFER SEMINAR
Successful completion of the advising seminar is a requirement for graduation. Students satisfy this requirement by preparing for and participating in the seminar.

PART-TIME ENROLLMENT

With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than twelve hours of academic credit in a semester. Part-time students are not normally permitted to live in dormitories. A student who begins a semester as a full-time degree candidate enrolled in twelve or more hours of classes and who subsequently reduces his enrollment to fewer than twelve hours is not entitled to part-time status or fees, or to special-student status or fees.

Further information about part-time status, including fees, may be obtained from the Office of the Dean of the Faculty.

SPECIAL STUDENTS

With the permission of the Dean of the Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than seven hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admission procedure. Further information about special student status may be obtained from the Office of the Dean of the Faculty.

FEES

Fees are \$155 per credit hour for the first seven hours, and increase substantially on a per-credit-hour basis for hours eight through eleven.

Fees (calculated at \$155/credit up to 7 hours, then in increments up to full 12-hour tuition):

Hours	Fee	Hours	Fee
1	\$155	7	\$1,085
2	\$310	8	\$1,645
3	\$465	9	\$2,247
4	\$620	10	\$2,865
5	\$775	11	\$3,480
6	\$930	12	\$4,097.50*

*(=½ annual tuition)

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or elsewhere may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chairman of the major department.

THE ADVISING SYSTEM

When a student enters Hampden-Sydney, he is assigned to a faculty member who serves as his advisor. Students are required to consult the advisor before registering for classes each semester, and they are urged to seek consultation whenever an academic or personal problem warrants counsel.

Advisors are paired with incoming freshmen several months before their arrival at college. New students thus have available to them the assistance of a Hampden-Sydney faculty member in matters such as electing freshman courses. The advisor supervises the student's fulfillment of core and proficiency requirements, provides help in understanding academic policies and grades, recommends and approves course selections appropriate to the student's background and educational interests, and, in general, oversees his academic program.

All entering students are required to take an advising seminar run by their advisors. The purpose of the seminar is to introduce the student to life at a liberal arts college, and to ideas freely discussed therein. Entering students and their advisors meet weekly in the seminar, at other times, as the student's academic or personal situation may demand, and occasionally for social events. In other semesters the advisor and student continue to meet, though not in a regularly scheduled seminar.

Passing the seminar is a requirement for all entering students. In the spring of the sophomore year, each student ordinarily must declare his major subject and is assigned to this major department for subsequent advising. Later in the spring semester each sophomore is asked to consult with his advisor and plan a coherent program for the junior and senior years. The advisor may give guidance to the student in the choice of graduate study or vocational opportunities.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Honor Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable dismissal or suspension. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating, plagiarism, lying, stealing, forgery, intentionally passing a bad check, knowingly furnishing false information to the College, failing to report Honor Code violations, altering or using College or other documents or instruments of identification with intent to defraud, taking a book or other library materials out of the library without checking it, or them, out at the desk, and unauthorized access to or use of College computer files, including attempts to gain unauthorized use or access. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places year-round.

Further details about the Honor System and the Code are published in *The Key*, a handbook supplied to all Hampden-Sydney students.

ACADEMIC REGULATIONS

Academic rules, regulations, practices and procedures are fundamental to the total educational program at Hampden-Sydney College. Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

Grades		Quality Points per semester hour
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Fair	2
C-		1.7
D+		1.3
D	Poor	1
F	Failure	0
WF	Withdrew Failing	0
I	Incomplete	0

GOOD ACADEMIC STANDING

A student who at the end of any semester has an accumulated grade point average below 2.00 or who has fewer accumulated hours than listed below is not in good academic standing.

Semester	1	2	3	4	5	6	7
Hours	12	26	41	57	73	89	105

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

1. A student who falls below the following standards will be placed on academic probation:

Minimum Single Semester's Record

Effective Semester in College	1	2	3	4	5	6 or more
Accumulated Grade-Point Average	1.2	1.5	1.7	1.85	1.95	2.00

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the Faculty, marked improvement in his academic performance or evidence of a good faith effort at improvement.
3. A student on academic probation who falls below the following standards will be suspended from enrollment:

Effective Semester in College	1	2	3	4	5	6	7	8	9 or more
Grade- Point Average	-	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9

4. A student who receives a grade of F in more than 50% of the hours he has attempted in any one semester will be suspended from enrollment.
5. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation.
6. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

PROBATION FOR ACADEMIC REASONS

A student who at the end of any semester has completed fewer semester hours and/or has a grade point average below those listed in the preceding tables is placed on academic probation. A student on academic probation is required to enter the Study Skills Program as a condition of continuing enrollment in the College.

READMISSION STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for readmission. His application will be considered by the admissions committee, which will review his entire academic and citizenship record while at

Hampden-Sydney (and in some cases his secondary school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and the admissions committee is in no way obligated to readmit any student, no matter what the circumstances of his withdrawal or the terms of his suspension.

GRADE REPORTING

At the end of every semester a grade report is sent to each student.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the incomplete is given. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course but will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course prior to the end of the drop period.

REPEATING COURSES

A student may repeat once any previously passed or failed course. The student, however, will receive credit for the course only once. The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course was taken and will be included in computation of the student's cumulative grade point average.

DEFICIENCY REPORTS

If at mid-semester a professor thinks a student is doing unsatisfactory work, he sends him a deficiency report. The report includes a statement of the student's grade at mid-term, as well as reasons why his work is poor. Copies of the report are sent to the student's parents, his advisor, and the Dean of the

Faculty. A student who receives a deficiency report is expected to consult his advisor and the professor who issued the report, and to take action to improve his academic performance.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at least a 3.3 grade point average that semester, for at least 15 credit hours of work.

GRADUATION WITH HONORS

Graduation with honors shall be according to the following requirements:

summa cum laude

a grade point ratio of 3.7

magna cum laude

a grade point ratio of 3.5

cum laude

a grade point ratio of 3.3

For honors in a particular department, see the Academic Program section of this catalogue.

TRANSFER CREDIT

A student transferring college credit from another institution must have earned a grade of C or better for each course accepted for credit. No quality points are given.

Credits are allowed only for courses which are equivalent to those available at Hampden-Sydney and which are not being presented toward a degree at any other institution. No credit will be given for correspondence courses.

Credits earned at another institution may be used to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted by the appropriate Hampden-Sydney department chairman.

SUMMER SCHOOL CREDIT

Subject to departmental approval, Hampden-Sydney accepts hours earned for courses taken in summer school at a four-year accredited institution, if the grade earned is C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade point average is unaffected.

FRESHMAN REGISTRATION

Each new student will register for first semester courses the summer before he enrolls. He will consult with his advisor and the Director of Records.

ADDING AND DROPPING COURSES

1. Courses may not be added after the first week of classes in any semester.
2. Courses may be dropped without penalty only during the first four weeks of classes in any semester. With the consultation of the advisor and instructor, freshmen may drop courses without penalty during the first 7 weeks of the semester. Courses dropped during the first week of classes will not appear on the student's permanent record. Students may drop courses without charge during the first two days of each semester. A \$5.00 fee will be charged students for each course dropped after the second day of each semester.
3. A student hopelessly deficient in one subject may, with the permission of the instructor, advisor, and Director of Records, drop that course after the deadline for withdrawing. The grade for the semester will be recorded as WF.
4. Specific deadlines for withdrawing from courses are given in the Academic Calendar.

COURSE LOAD REGULATIONS

Every student needs to carry a course load of 15-16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation. With the permission of his advisor, a freshman may take 12 hours in his first semester.

Every student must carry a minimum course load of twelve hours each semester. To take fewer than twelve hours the student must receive the permission of his advisor and the Dean of the Faculty. No student may take more than nineteen hours in any semester without special permission of the Executive Committee of the Faculty.

Note: These course regulations may be modified by action of the Executive Committee of the Faculty.

CLASS ATTENDANCE

Since a college education is given direction by work in the classroom, class attendance is

essential. Professors inform their classes at the beginning of each semester what attendance is expected in each course. Students who find it necessary to miss classes for a number of days should inform the Dean of Students. No medical excuses are provided by the Student Health Service or the Dean of Students. This is a matter between the professor and the student. Professors may call the Health Service to confirm the student's visit to Blake Infirmary.

EXAMINATIONS

Examinations are held at the end of each semester. A charge of \$5.00, payable to the Business Office, is made for special examinations.

RE-EXAMINATIONS

Seniors who are doing passing work in a course prior to examination week of their final semester but who fail the final examination may, upon the recommendation of the professor concerned and the approval of the Dean of the Faculty, be granted a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which in the case of a re-examination may be no higher than a D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College he must have the approval of the Dean of the Faculty and the Dean of Students. A student resigning on or after December 1 in the first semester or April 15 in the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

EXCLUSION FROM COLLEGE

The College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney a student with learning disabilities or perceptual

handicaps should make himself known to the Dean of the Faculty and supply the Dean with documentation of his particular disability. The Dean, together with the student's advisor and the Office of Counseling and Career Planning, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements.

ACADEMIC CALENDAR 1986-87***First Semester*****August**

- 24 Sunday—Freshmen and Transfers report
 26 Tuesday—All other students report
 27 Wednesday—Classes begin

September

- 3 Wednesday—Last day of Add Period
 24 Wednesday—Last day of Drop Period for Upperclassmen

October

- 8 Wednesday—Deficiency reports due in Records Office
 13 Monday—No classes*
 14 Tuesday—No classes*
 17 Friday—Last day of Drop Period for Freshmen

November

- 7 Friday—Close of registration for spring courses
 13 Thursday—Rhetoric Proficiency Exam
 25 Tuesday—Thanksgiving break begins after classes

December

- 1 Monday—Classes resume
 9 Tuesday—Last day of classes
 10 Wednesday—Study day
 11 Thursday—First day of exams
 14 Sunday—Study day
 16 Tuesday—Last day of exams

Second Semester**January**

- 13 Tuesday—All students report
 14 Wednesday—Classes begin
 21 Wednesday—Last day of Add Period

February

- 11 Wednesday—Last day of Drop Period for Upperclassmen
 25 Wednesday—Deficiency reports due in Records Office

March

- 4 Wednesday—Last day of Drop Period for Freshmen
 6 Friday—Spring break begins after classes
 16 Monday—Classes resume

April

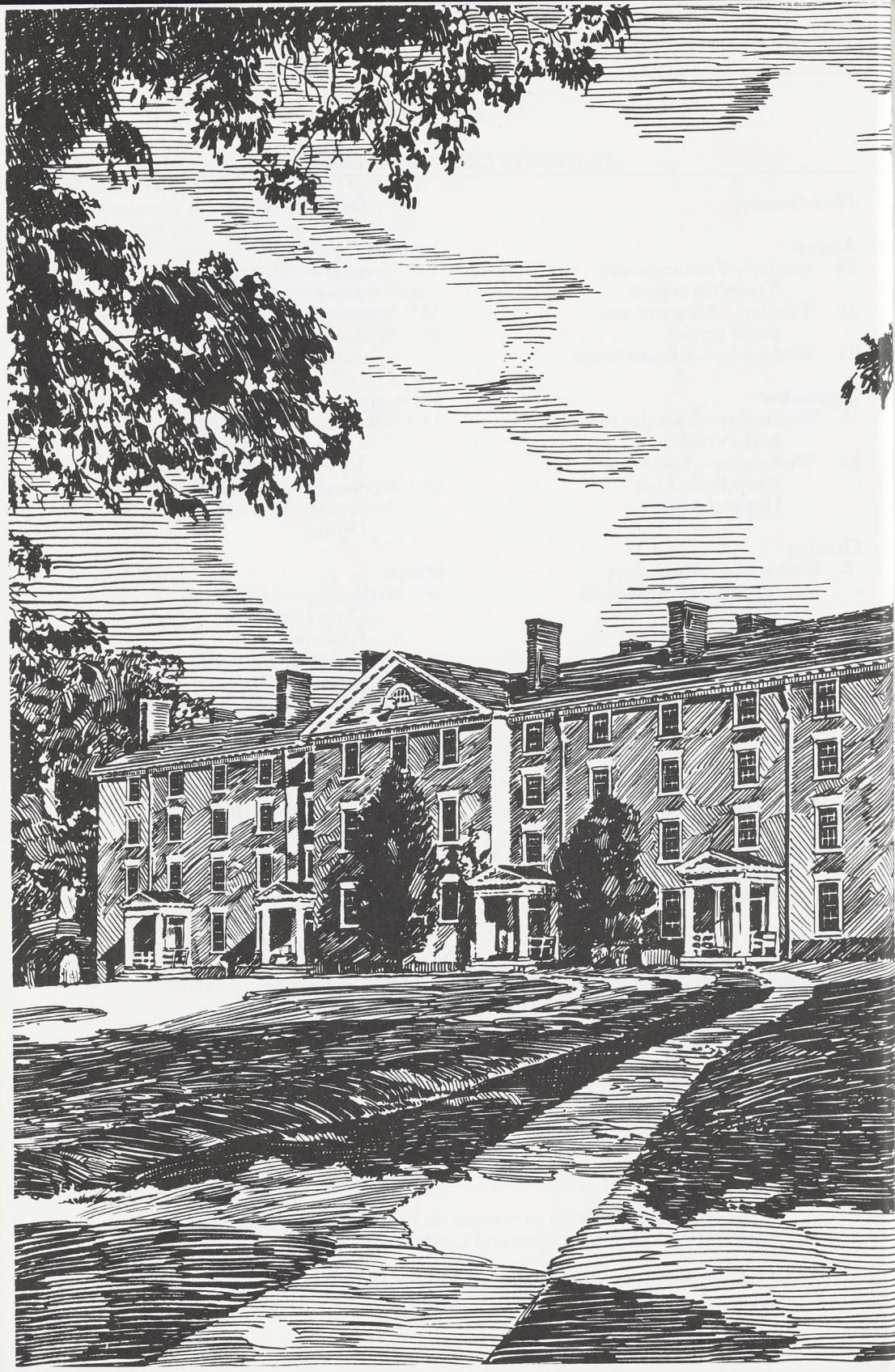
- 2 Thursday—Rhetoric Proficiency Exam
 10 Friday—Close of registration for fall courses
 28 Tuesday—Last day of classes
 29 Wednesday—Study day**
 30 Thursday—Study day**

May

- 1 Friday—First day of exams
 3 Sunday—Study day
 6 Wednesday—Last day of exams
 10 Sunday—Graduation

* For students who wish to remain on campus during Fall Break, dormitories will remain open and meals will be served.

** Rhetoric 101-102 final exam will be scheduled on one of the study days.





Admission Requirements

Young men considering Hampden-Sydney should write or call the College in order to secure a copy of its *Candidate's Guide*. All applicants for admission to the College are automatically provided with a copy of Hampden-Sydney's catalogue, which is the official publication of the College.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a lab), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of math are recommended. The records of successful applicants often include examples of impressive school and community extra-curricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the Scholastic Aptitude Test (SAT) given by the College Entrance Examination Board or the ACT given by The American College Testing Program. The College also strongly recommends the submission of scores from three Achievement Tests, two of which should be English and Mathematics. The following examination dates are suggested for all candidates:

Junior year: Preliminary Scholastic Aptitude Test (PSAT/NMSQT) in October; Scholastic Aptitude Test or ACT in March; Achievement Tests in May. Students may choose to take these tests for practice, for Early Admission, for Early Decision, or for regular acceptance.

Senior year: Scholastic Aptitude Test in November or ACT in October or December; Achievement Tests in December or January. Applicants do not have to take these tests

again if they are satisfied with the scores they previously attained.

For further information on these tests, candidates are encouraged to contact their secondary school guidance department or write to: College Entrance Examination Board, Princeton, New Jersey 08541 (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program, Iowa City, Iowa 52243, (the ACT code number for Hampden-Sydney College is 4356).

APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it should contain an Application for Admission (together with a non-refundable \$30.00 application fee), a transcript of grades obtained in secondary school (and any previous colleges for transfer applicants), one teacher recommendation, and the results of the candidate's SAT or ACT and Achievement Tests.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office (804-223-4388). The Office is located on the second floor of

Atkinson Hall and is open year-round from 8:30 a.m. to 4:30 p.m., Monday through Friday, and on Saturday from 9:00 a.m. until noon by appointment (excluding June, July, and August). A guide, with complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

ACCEPTANCE PLANS

Hampden-Sydney has three acceptance plans: Early Admission—the student enters the College after three years of high school; Early Decision—the College notifies candidates of their acceptance by December 15 of their senior year; and Regular Admission—the College notifies candidates between February 15 and April 15.

Early Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of secondary school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 of their junior year will receive an acceptance or deferment no later than July 31. Availability of space could be a determinant in the College's willingness to consider early admission candidates.

Candidates applying under the Early Admissions Plan must have earned a high school diploma or present official evidence in writing that a diploma will be forthcoming by the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admissions tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15.

Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

Early Decision Plan

The Early Decision Plan is reserved for the freshman candidate whose *first choice* of college is Hampden-Sydney. Candidates for

admission under this plan should file a completed application by November 15. In return for the benefit of receiving notification by December 15 (two months before the regular decision announcement period), the Early Decision candidate agrees, first, to apply to no other college than Hampden-Sydney and, second, to enroll at Hampden-Sydney if he is accepted. Also, if accepted, he will be expected to notify Hampden-Sydney by January 1 of his intention to enroll. He must also agree not to apply elsewhere after confirming his enrollment. There are no rejections under the Early Decision Plan. The student is either accepted or deferred. (The deferred applicant then receives thorough, unbiased consideration under the regular plan. The deferred candidate is also free to apply to other colleges.)

The Early Decision candidate must send his completed application, including transcript, recommendations, and SAT or ACT scores, to the College by November 15 (financial aid applicants must have the Early Version Financial Aid Form filed with the College Scholarship Service by November 15, preferably much earlier). If the student is accepted, the college agrees not to require him to take further admission tests.

Regular Admission Plan

Candidates choosing the Regular Admission Plan should submit their applications to the College as early as possible in their senior year. Hampden-Sydney maintains a published application deadline of March 1. Applications received after that date will be considered only on a space-available basis. Students are notified of the Faculty Admissions Committee's decision between February 15 and April 15. Accepted applicants are expected to confirm their place in the incoming class by May 1.

TRANSFER STUDENTS

Transfer students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter, however, in either the fall or the spring semester.

Besides the required secondary school credentials, transfer students should provide

official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee will also consider the secondary school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1; those interested in second semester admission should apply by December 1. With an A.A. degree from an accredited community or junior college and a 3.0 (B) or higher grade average, a student is normally admissible to the College with junior standing and can be credited with the completion of sixty semester hours of courses toward graduation. Credit may be given for course work similar to that offered by Hampden-Sydney from an accredited institution; however, no credit will be allowed for work taken elsewhere if the student earns credit for equivalent work at Hampden-Sydney. Community and junior college students who are not A.A. recipients are welcome to apply; however, the courses that transfer will be considered individually. Staff members are happy to review a student's transcript and advise him concerning transfer credits. A student from another institution must have earned grades above the minimum passing mark in all courses which he presents for transfer. The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer.

A transfer student must meet Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college work or after matriculation at Hampden-Sydney.

FOREIGN STUDENTS

Students in any of these categories must apply for admission on special application forms available from the Hampden-Sydney Office of Admissions:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by December 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the College Health Service before matriculation.

NOTICE OF NON-DISCRIMINATORY POLICY AS TO STUDENTS

Hampden-Sydney College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College.

It does not discriminate on the basis of race, color, national and ethnic origin or physical handicap in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs.

EXPENSES*

FIXED EXPENSES

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 65% of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from the Synod of the Virginias, alumni, friends, and foundations.

Expenses* and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.

	1986-87
Comprehensive Fee	\$8,195.00
Student Activities Fee	110.00
Room Rent:	
Cushing	805.00
Room Rent:	
Whitehouse & Hampden	
House Units	940.00
New Residence Hall Complex	1,290.00
Board	\$1,740.00
Special Fees:	
Course Overload, per credit hour	\$105.00
Special Students, per credit hour (up to 7)	145.00
Damage Deposit	100.00
Late Enrollment	15.00
Graduation Fee	75.00
Late Payment Fee	25.00
Post Office Box Rental	5.00
Room Key Deposit	10.00

*The College reserves the right to increase charges without prior notice.

EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care in the College infirmary, excess accident and hospitalization insurance, admission to athletic events held on the campus, the cost to students of student publications, and some other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

Students who by special permission of the Executive Committee are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Room rent in the residence halls covers cost of occupancy and use of utilities. Freshmen live in Cushing Hall, Whitehouse (East and South houses), and the new residence

halls. All other students live in the Hampden House Units, Whitehouse, new residence halls, and various houses.

Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. He must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

In the senior year there is payable by January 1 a graduation fee of \$75.00, which covers cost of diploma and rental of cap and gown for the Commencement functions.

PAYMENT OF FEES

Sixty percent of all charges is payable by August 1; the balance (40%) is due January 1.

If an account is not paid by the due date, a late payment fee of \$25.00 is assessed. The College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Finance have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issue of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Finance. However, that involves interest charges on the balance outstanding.

Students who fail to matriculate on the day scheduled are charged a \$15.00 late enrollment fee. This fee may be excused by the Dean of Students if the reason for late matriculation was beyond the student's control.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office.

RETURN OF FEES

For voluntary withdrawals, all tuition, room and board paid by or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial aid programs) will be refunded, less the \$200 advance deposit required of all newly accepted students, if written notice is presented to the Vice President for Finance by the matriculation date.

For voluntary withdrawals after matriculation, 80% of tuition and fees paid by or for the student's account from private resources

(not including grant or loan funds from federal, state, or College financial aid programs), less the \$200 advance deposit required of all newly accepted students, will be refunded to those who deliver written notification of their withdrawal to the Vice President for Finance or the Dean of Students during the period between the date of matriculation and seven calendar days after the first day of classes. During the period from the eighth calendar day after the first day of classes until the twenty-eighth calendar day after the first day of classes, a refund of 40% of tuition and fees will be made. The date of withdrawal shall be the date on which written notice is delivered to the appropriate College official.

A pro rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

After matriculation there is no refund of room rent.

There is no refund of tuition, room, or board for students who are suspended or expelled for disciplinary or honor reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro rata refund of tuition will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and all loan funds are made in two installments, 60% in August and 40% in January. Disbursements of federal and state grants are made in equal amounts each semester.

INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents may want to consider a floater on their insurance policy to cover such possessions.

HEALTH INSURANCE

Each student is required to have primary health insurance coverage. The insurance may be through a family policy, or through a privately-purchased, individual policy. Information about the College's intercollegiate policy may be obtained from the Business Office.

FINANCIAL AID

To apply for financial aid from the College is relatively simple. If you are *not* a resident of Virginia, you need complete only one form—the Financial Aid Form (FAF). For Virginia residents attending college for the first time, there is one additional form—the application for the Virginia Tuition Assistance Grant Program (TAGP).

The FAF may be obtained after November 1 from one's high school guidance office or from the Hampden-Sydney financial aid office. It should be completed after January 1 by the applicant or his parents and mailed before March 1 to the College Scholarship Service (CSS). Hampden-Sydney (CSS code number 5291) should be designated as a recipient. If for some reason it is impossible to submit the FAF before the deadline, the financial aid office should be notified immediately.

Every student who applies for financial aid *must* apply for a grant from the Pell Grant Program. This is done simply by authorizing the CSS, when completing the FAF, to send the reported information to Pell Grants. Administered by the federal government, Pell Grants are designed primarily for students who have significant financial need.

Virginia residents attending college for the first time must also complete a separate application for an award from the Virginia Tuition Assistance Grant Program (TAGP). The grant—based on residence, not on need—is available to every *bona fide* resident of Virginia who attends an eligible private college or university in the state. An application may be obtained from the high school guidance office or the Hampden-Sydney financial aid office; the completed form must be returned to the College prior to June 1. The TAGP award automatically becomes part of the financial aid award of Virginia residents.

In addition to the regular financial aid program, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement.

The Allan Scholarships are awarded to young men of superior academic achievement and proven qualities of intellectual leadership. Recipients receive four-year stipends of at

least \$2,500 per year.

The Venable Scholars are chosen on the basis of academic excellence and proven qualities of leadership. Recipients receive four-year stipends of at least \$1,750 per year.

Patrick Henry Scholars are chosen on the basis of proven qualities of leadership and academic excellence. They receive four-year stipends of at least \$1,250 per year.

Leadership Awards are chosen on the basis of proven qualities of leadership. Recipients receive four-year stipends of at least \$750 per

year.

All financial aid awards are reviewed at the end of each semester. Financial assistance may be withdrawn if one's citizenship or academic work does not meet the standards of the College. Financial aid consumer information may be obtained from the Director of Student Aid.

Inquiries concerning financial aid should be addressed to Director of Student Aid (telephone 804-223-4381).

SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Admission (after three years of secondary school)</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Regular Admission</i>
<i>Application and fee due:</i>	<i>By July 1 of junior year</i>	<i>By November 15 of senior year</i>	<i>By March 1 of senior year*</i>
<i>Other credentials due:</i>	<i>July 15 of junior year</i>	<i>By November 15 of senior year</i>	<i>By March 15 of senior year</i>
<i>SAT or ACT Tests Taken:</i>	<i>Before May of junior year</i>	<i>In junior year</i>	<i>Before February of senior year</i>
<i>Notification of decision sent to applicant:</i>	<i>By July 31 of junior year</i>	<i>December 15 of senior year</i>	<i>By April 15 of senior year**</i>
<i>Reservation deposit due:</i>	<i>Within three weeks</i>	<i>January 1</i>	<i>May 1</i>

*Freshman candidates considering application after March 1 should contact the Admissions Office to determine the availability of space.

**The Rolling Admissions Plan is in effect from February 15 until April 15.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive six to eight hours of academic credit and exemption from corresponding proficiency and distribution requirements. Exemptions from requirements for the academic major will be determined by the appropriate department. Granting of credit or placement for a score of three will be at the discretion of the department. A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit.

**ADVANCED PLACEMENT AND CREDIT
BY DEPARTMENT**

	<i>Hours Credit</i>	<i>Places out of</i>	<i>Distribution or proficiency</i>
AP Test			Social Science
American History	6	History 111-112	Humanities
Art History	6	Fine Arts 201-202	2 Natural Science units, with lab
Biology	8	Biology 101-102	2 Natural Science units, with lab
Chemistry	8	Chemistry 101-102	Rhetoric
English Language & Literature	6	Rhetoric 101-102	2 Humanities units & Literature
English Composition & Literature	6	No equivalent course	Humanities for Social Science
European History	6	History 101-102	Language
French Language	8	French 201-202	Language & Literature
French Literature	6	French 301-302	Language
German Language	8	German 201-202	Language
German Literature	6	German 301-302	Language & Literature
Latin - Vergil	6	Latin 202	Language
Latin - Catullus & Horace	6	Latin 301	Language & Literature
Mathematics AB	8	Mathematics 101-102	2 Natural Science Units
Mathematics BC	8	Mathematics 101-102	2 Natural Science Units
Music Literature	6	Fine Arts 103	Fine Arts
Music Theory	6	Fine Arts 211-212	Fine Arts
Physics B	8	Physics 111-112	2 Natural Science Units, with lab
Physics C	8	Physics 121-122	2 Natural Science units, with lab
Spanish Language	8	Spanish 201-202	Language
Spanish Literature	6	Spanish 301-302	Language and Literature

ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial aid program and is, therefore, individually designated. Endowed scholarships established after July 1, 1979, will not be individually designated unless the capital contribution is \$25,000 or more.

THE ARA SERVICES SCHOLARSHIP FUND was established in 1965 and later supplemented through gifts of ARA Food Services Company.

THE COLONEL AND MRS. GEORGE E. ADAMSON SCHOLARSHIP was established in 1946 by Colonel Adamson of Washington, D.C.

THE WILLIAM T. AND VIRGINIA R. ALLEN SCHOLARSHIP FUND was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia in honor of Mr. and Mrs. Allen. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding members of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a minimum composite scholastic aptitude test score of 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the area of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE GEORGE SLOAN ARNOLD LOAN AND SCHOLARSHIP FUND was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney Class of 1873, and Robert William Gilkeson was a member of the Class of 1907. The income from the fund shall be used for the award of loans and scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

THE PAUL TULANE AND ESTHER THOMAS ATKINSON SCHOLARSHIP FUND was established in 1964 by the late Mr. Carlyle Gee '26 of Greensboro, North Carolina, as a memorial to Mr. Atkinson. Recent gifts by Mrs. Atkinson have fully endowed this scholarship. The Atkinsons have played large roles in the 20th Century life of Hampden-Sydney. Mr. Atkinson '07 was Treasurer from 1919 to 1957; and Mrs. Atkinson is the founder and present curator of the museum which is named in her honor.

THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP FUND was established in 1981 by Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Dr. Bernard E. Bain '28, D.D. '52, and is awarded to students who are studying for the Christian ministry.

THE FRANK C. BEDINGER SCHOLARSHIP was established in 1977 by a gift from Frank C. Bedinger '05 of Boydton, Virginia, and supplemented by gifts from family members, Frank C. Bedinger, Jr. '37 and Dr. & Mrs. William C. Finch. The scholarship is awarded to pre-law students on the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial need. Where no financial need exists, the award will be \$750. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP FUND was established in 1981 by Mrs. Dorothy R. Bottom of Hampton, Virginia, in memory of herself and her husband. Preference is given to needy students from the Peninsula area of Virginia.

THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP FUND was established in 1981 by a bequest from Mr. Brightwell, Class of 1937. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of Roanoke, Virginia. Roanoke students are given preference.

THE BURROUGHS MEMORIAL SCHOLARSHIPS were established through the will of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

THE WILLIAM CARROLL CHEWNING, JR. MEMORIAL SCHOLARSHIP was established in 1975 by Mr. William Carroll Chewning '41, his family, and friends in memory of his son, a member of the Class of 1967.

THE DONALD L. CORK SCHOLARSHIP was established by gifts to the College from Mr. Donald L. Cork '13 of Charleston, West Virginia.

THE EDMUND BAKER DAVENPORT SCHOLARSHIP FUND was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewning. The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.

THE W. BIRCH DOUGLASS III SCHOLARSHIP FUND was established in 1985 by

a gift from Mr. W. Birch Douglass III '65 of Richmond, Virginia.

THE JESSIE BALL DUPONT MEMORIAL SCHOLARSHIP FUND was established in 1978 by a gift from the Jessie Ball duPont Religious, Charitable, and Educational Fund of Jacksonville, Florida.

THE ANDREW H. EASLEY AND ANNE O. EASLEY SCHOLARSHIP FUND was established in 1986 by the Andrew Horsley Easley and Anne Owen Easley Charitable Trust of Lynchburg, Virginia. This scholarship is designated for students from the Lynchburg area.

THE S. DOUGLAS FLEET SCHOLARSHIP was established in 1983 by S. Douglas Fleet. The scholarship is awarded to students in financial need to provide the difference between an award made by the College and the student's full need.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP FUND was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen, Class of 1871, of Cumberland, Virginia.

THE STOKELEY FULTON SCHOLARSHIP FUND was established in 1985 in memory of John Stokeley Fulton, for three decades an alumnus, teacher, and coach at Hampden-Sydney College.

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP FUND was established in 1975 by Dr. R. Cecil Garlick, Jr. of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in 1920-21. The fund is used to aid students to study in foreign countries.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Mrs. Pearl F. Gray of Richmond, Virginia.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has

been supplemented by gifts from Mr. Charles R. Guthrie, also a son of Charles Callaway Guthrie.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was established as a memorial to his mother by Mr. Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his family.

THE HOWARD WESLEY HITE MEMORIAL SCHOLARSHIP FUND was established by a bequest from Mr. Hite, a native of Halifax County, Virginia. The scholarship will be awarded to those students who demonstrate financial need.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie of Roanoke, Virginia, a former member of the Board of Trustees.

THE EUGENE C. HURT, JR. AND ANNIE R. HURT SCHOLARSHIP was established in 1966 through a bequest under the will of Mr. E. C. Hurt of Chatham, Virginia. Preference is given to students from Halifax and Pittsylvania Counties.

THE WILLIAM ALLEN JOHNS, JR. MEMORIAL SCHOLARSHIP was established in 1979 by Dr. William A. and Logan P. Johns in memory of their son, Allen. Preference is given to premedical students.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL LOAN FUND was established in 1966 by a gift of Mr. Robert D. Johnson '36. The award, which must be repaid, is given to a deserving upperclassman.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a Presbyterian student studying for the ministry who is in need of financial assistance.

THE HAROLD G. LEGGETT SCHOLARSHIP FUND was established in 1983 by Mrs. Hallie Leggett Townsend of Durham, North

Carolina in honor of her brother and supplemented by gifts from other family members.

THE HERBERT G. AND REVA T. LONAS SCHOLARSHIP FUND was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. & Mrs. Lonas. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding members of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of at least 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the area of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE JAMES J. MARSHALL, JR. SCHOLARSHIP FUND was established by gifts from Mr. J. J. Marshall, Jr. '34 of New York City. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE PHILIP W. MCKINNEY SCHOLARSHIP FUND was established in 1964 by a bequest from the estate of Mrs. Frankie McKinney Van Winkle, in honor of her father, Governor Philip W. McKinney, a member of the Class of 1851.

THE BEN AND MAYO MOOMAW SCHOLARSHIP FUND was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP FUND was established in 1963 by a gift from Mrs. Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from The Theodore H. Barth Foundation.

THE HEBER JONES MORTON SCHOLARSHIP was established in 1984 by a bequest from the estate of Mary Womack Morton in memory of her husband, Dr. Heber Jones Morton '05. The scholarship is designated for the assistance of premedical students.

THE LEE WATKINS MORTON MEMORIAL SCHOLARSHIP was established by gifts from Mr. and Mrs. L. W. Morton, Sr., Class of 1885, and their sons, Lee W. Morton, Jr. '19, Judge R. Page Morton '23, and the Rev. Taylor Morton '17 of Charlotte County, Virginia.

THE HARRY HAVENER MUNROE SCHOLARSHIP FUND was established by a bequest from Mrs. Elizabeth Munroe Jones of Laurinburg, North Carolina, in memory of her father, Harry Havener Munroe '01, H. D. '26. Preference will be given to students of high scholastic standing.

THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP FUND was established in 1976 by Mrs. Nelson to provide scholarships for students of known superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships will be afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference will be afforded students who have formed a desire to enter the teaching profession.

THE WALLACE C. NUNLEY SCHOLARSHIP was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

THE THEODORE G. OFFTERDINGER, JR. AND VIRGINIA C. WILLIAMSON SCHOLARSHIP was established in 1981 through gifts from Mr. and Mrs. Theodore G. Offterdinger, Sr. '41 and friends in memory of Theodore G. Offterdinger, Jr. '74 and Virginia C. Williamson. Preference is given to students who have demonstrated academic excellence and outstanding leadership characteristics in their secondary school careers. The scholarship is administered by the Honors Council as a part of the Leadership Awards Program.

THE OVERCASH MEMORIAL SCHOLARSHIP was established in 1983 in memory of Hinton Baxter Overcash and Emma Ressler Overcash by their daughters Dorothy and Elizabeth. Dr. Overcash was for many years Professor of Biology at the College.

THE RICHARD C. PARKER SCHOLARSHIP FUND was established in 1980 by Mr. and Mrs. William A. Parker, Jr. and their son, Richard C. Parker '81. The scholarship carries a minimum stipend of \$750 and is awarded each year to a freshman who has demonstrated those qualities of leadership, organization, assertiveness, and affability which so well suit a young man for a business career. Preference is given to students from Georgia.

THE TRUMAN ALFRED PARKER SCHOLARSHIPS were established by a bequest from Judith H. M. Parker of La Jolla, California. Students in the premedical program are given preference.

THE PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1984 by Samuel S. Jones '43 to assist gifted students in the natural sciences.

THE PHILIP MORRIS SCHOLARSHIP FUND was established in 1982 in memory of Benjamin A. Soyars '40 for his long and dedicated service to the Philip Morris Company and the College. Each year a freshman from Virginia is chosen as a Soyars Scholar.

THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP FUND was established in 1968 by Mr. and Mrs. John Tucker Percy of Virginia in memory of Dr. Pugh, a member of the Class of 1923 and a former member of the Board of Trustees. Additional gifts to this fund have been made by Fidelity National Bank of Lynchburg, family members and friends.

THE READ-LANCASTER MEMORIAL SCHOLARSHIP was established through gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her mother, Mrs. Agnes Elizabeth Read Lancaster and her uncles, Mr. Abram Carrington Read and Mr. Isaac Mayo Read. In addition to her immediate family, Mrs. Metcalf specified the scholarship as a memorial in remembrance of the Reads of "Greenfield," Charlotte County, Virginia.

THE TINA RICHARDSON SCHOLARSHIP was established in 1975 by Mrs. A. B. Richardson of Roanoke, Virginia.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP was established in 1969 by a bequest from Mr. Robertson, a former member of the Board of Trustees and a member of the Class of 1915.

THE PHILIP H. ROPP MEMORIAL SCHOLARSHIP was established by a bequest from Dr. Ropp '30, Hurt Professor of English at Hampden-Sydney.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Royster of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps of the Class of 1867 and Dr. Thomas Stamps of the Class of 1868.

THE C. V. STARR SCHOLARSHIP FUND was established by the Starr Foundation of New York. Recipients of the Starr Scholarship are selected on the basis of superior intellectual achievement and outstanding leadership characteristics as well as financial need.

THE TEACHERS SCHOLARSHIP FUND was established in 1983 by a gift from Mr.

and Mrs. Lewis B. Goode, Jr. '50 of Lynchburg, Virginia, and supplemented by a grant from the Brown Foundation, Inc. of Houston, Texas. This fund offers scholarships to seniors who plan to teach. It also grants interest free-loans to juniors and seniors, forgiven after teaching in public schools for two or three years, depending on the size of the loan.

THE MR. AND MRS. GEORGE C. THOMAS, JR. SCHOLARSHIP FUND was established in 1953 and supplemented in 1973 through gifts from Mr. and Mrs. George C. Thomas, Jr. of New Jersey and Florida.

THE THOMAS PREMEDICAL LOAN FUND was established in 1977 by Mrs. Evelyn Thomas of Roanoke, Virginia, in memory of her husband, Dr. Charles W. Thomas. The loan fund, which must be repaid, assists needy premedical students.

KATHERINE S. AND PAUL S. TRIBLE SCHOLARSHIP was established in 1983 by U.S. Senator Paul S. Trible, Jr. '68 in honor of his parents. The scholarship is awarded to a Virginian who plans a career in business or government. The Trible Scholar is assured an internship in Senator Trible's office at some time during his undergraduate study. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Mrs. Julia E. Truitt of Norfolk, Virginia, and designated for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Frances M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the Class of 1894 and a trustee of the College for 36 years.

THE RICHARD MORTON VENABLE SCHOLARSHIP FUND was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable of Charleston, West Virginia. Mr. Venable was a member of the Class of 1920.

and a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founders and a charter trustee. The scholarship is administered by the Honors Council as part of the Leadership Awards program.

THE WADDELL-GORDON SCHOLARSHIP FUND was established in 1952 by Mr. James W. Gordon, Jr. '32 of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr., Mrs. James S. White, and Dr. Paul F. White in honor of their parents and supplemented by memorial gifts in honor of Mr. J. M. White.

THE GORDON C. WILLIS SCHOLARSHIP FUND was established in 1985 by Gordon C. Willis '42 of Roanoke, Virginia, in memory of his brother Holman Willis, Jr. '38. The scholarship will be awarded to students who demonstrate evidence of financial need.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. to benefit Dinwiddie County residents attending Hampden-Sydney.

ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years. For those individually designated annual scholarships established after 1979, the minimum annual contribution must be \$1000.

THE JAMES ALLEN SCHOLARSHIP was established in 1985 by family members and friends to honor the memory of James Allen, a founding trustee of Hampden-Sydney College. Selection of recipients will be based on superior academic achievement and/or financial need. Preference will be given to students from Amelia, Nottoway, and Prince Edward Counties, or, if none qualify from these areas, Southside Virginia. Qualified descendants of James Allen will also be given preference.

THE JOHN M. BORDERS, M.D. MEMORIAL FUND was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

THE EDMUND MADISON CHITWOOD, JR. MEMORIAL SCHOLARSHIP was established in 1985 by W. Randolph Chitwood, M.D. '41 and W. Randolph Chitwood, Jr. M.D. '68 in memory of their brother and uncle, Edmund Madison Chitwood, Jr. M.D. '43. This fund assists needy premedical students.

THE NELSON W. COE III MEMORIAL SCHOLARSHIP was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia, or Heritage United Presbyterian Church in Fairfax County, Virginia.

THE H. SPENCER EDMUNDS MEMORIAL SCHOLARSHIP was established in 1950 by the Second Presbyterian Church, Roanoke, Virginia, as a ministerial scholarship in

memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

THE WILLIAM FITZGERALD MEMORIAL SCHOLARSHIPS were established in 1968 by St. Giles Presbyterian Church, Richmond, Virginia. The scholarships are awarded to needy and worthy upperclassmen who plan to enter church-related vocations.

THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIPS. The scholarships were established in 1974 in memory of George C. "Chip" Freeman III '76, by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52 and his brother, Douglas M. Freeman, and are funded by the George C. Freeman III Memorial Trust. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL S. JONES PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1983 by Dr. Samuel S. Jones, Class of 1943, of Tucson, Arizona.

THE EMILY AND LAWRENCE KENDIG SCHOLARSHIP was established in 1984 by Dr. Edwin L. Kendig, Jr. '32. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE JAMES BUCKNER MASSEY SCHOLARSHIP. Each year since 1957 a scholarship has been made possible through gifts of Dr. F. M. Ryburn '45 of Lubbock, Texas, in memory of Dr. James B. Massey, long-time professor of Bible at Hampden-Sydney. Preference is to be given to sons of ministers.

THE McGuIRE-BOYD SCHOLARSHIP was established through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

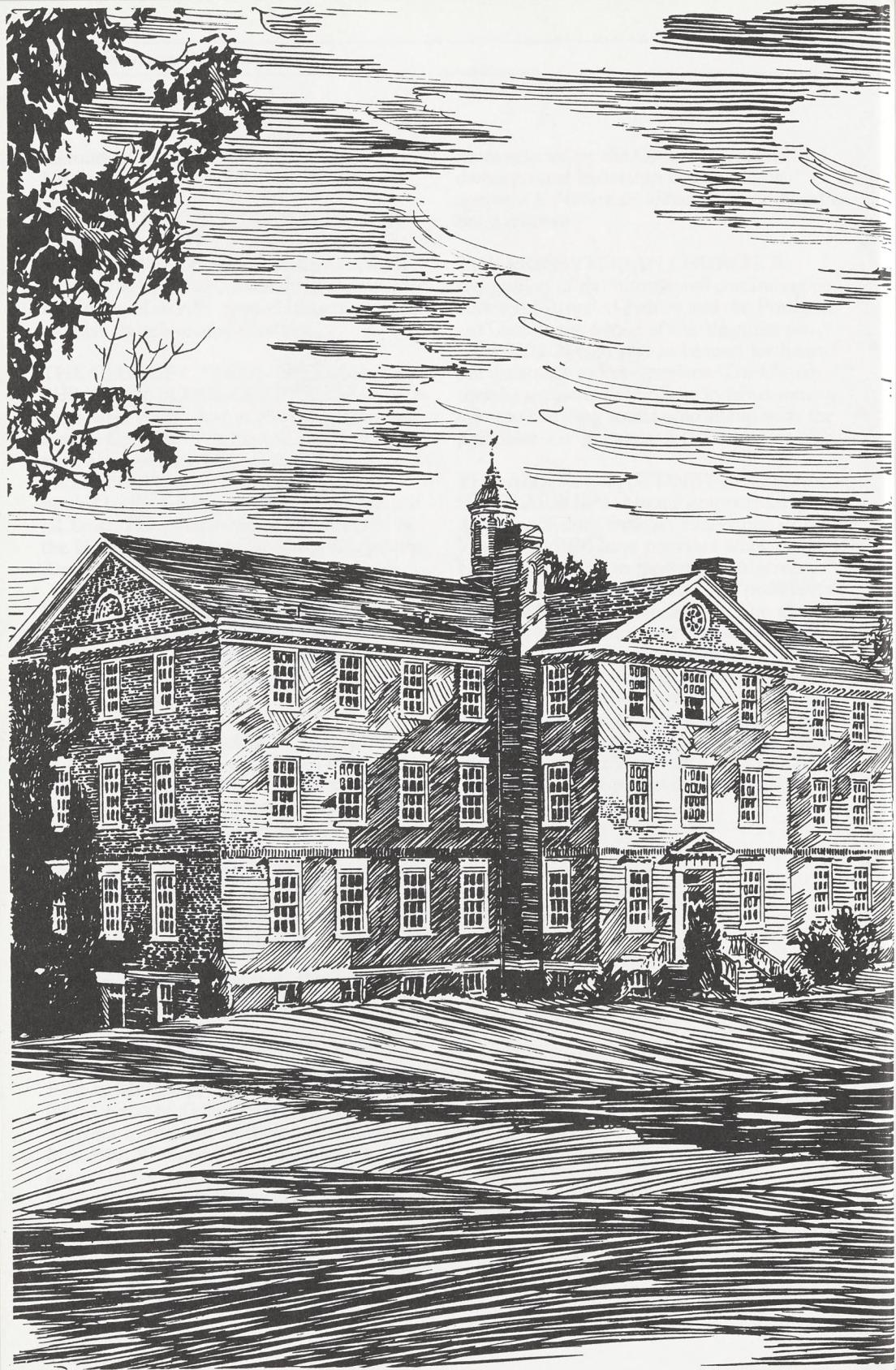
THE ODK LEADERSHIP SCHOLARSHIP was established in 1971 by the Lambda Circle of Omicron Delta Kappa at Hampden-Sydney. The \$500 award is made to a sopho-

more selected by the Circle in recognition of demonstrated leadership and as encouragement for future constructive work. Need is not a criterion.

THE PRESBYTERIAN CHURCH. In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, the Synod of the Virginias provides \$20,000 each year to be used for financial assistance to Presbyterians. The Church thereby supports the College in her commitment to blending sound scholarship with the principles and practices of the Christian faith.

THE ALGERNON SYDNEY SULLIVAN SCHOLARSHIPS. Annual grants from the Algernon Sydney Sullivan Foundation of New York since 1936 have provided scholarships at Hampden-Sydney in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society. The scholarships are awarded to deserving students to stimulate their spiritual development by encouraging their study of the life of Algernon Sydney Sullivan. To that end, each recipient is required to read the biography of Mr. Sullivan and to submit an essay expressing the student's appreciation of life's finer qualities as exemplified by Algernon Sydney Sullivan.







Course Offerings

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Modern Languages, Philosophy, Religion, Rhetoric, and Western Man.

NATURAL SCIENCES, including Biology, Chemistry, Physics, Mathematics, and Computer Science.

SOCIAL SCIENCES, including Economics, History, Political Science, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue has a course number. At the right of this number will be found numerical designations in parentheses which indicate the course length and credits carried by the course. There are two variations. For example: Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, and the student may take one or both semesters. Normally the courses with odd course numbers meet in the fall semester and those with even course numbers meet in the spring semester.

SPECIAL TOPICS AND INDEPENDENT STUDY

The following courses are offered in every department:

485. Special Topics (1, 2, 3 hours).

An organized course of study in an area other than one described in the course listings. If the course/topic is offered more than once, it must be approved by the faculty.

490. Directed Reading (1, 2, 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who will assist in designing the student's program.

495. Independent Study (1, 2, 3 hours).

Research in which the student works independently under the supervision of a faculty member; the project will ordinarily lead to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For reading courses (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chairman of the department, and the student's faculty advisor.

A student may take no more than one 490/495 course per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, the written proposal must be submitted to the Honors Council for approval. Students who wish to do extensive independent work are encouraged to apply for Senior Fellowships and Honors Major Fellowships.

Departments may specify prerequisites and minimal grade points for taking 490 and 495 courses.

DEPARTMENTAL HONORS

Honors courses, projects, or seminars are offered at the junior and senior levels.

Departmental Honors varies from department to department, but usually it is a one- or two-year program. Departmental Honors promotes independence, self-reliant study, and appreciation of the relationship between the

BIOLOGY

between the particular concerns of an academic discipline and the broader spectrum of the liberal arts.

Departmental Honors work must include a minimum of six, and up to a maximum of twelve, credit hours in specially designed courses, and independent study. Credit is given for laboratory work. Specific requirements and eligibility are established by the department, in cooperation with the Honors Council. Interested students should consult the chairman of the appropriate department about Departmental Honors.

*On leave, 1986-87. F—fall semester only; S—spring semester only.

*Professors Crawford, Shear^F, Turney,
Gemborys; Adjunct Associate Professor Lund*

The diverse preparation necessary for different graduate biology programs in different institutions often necessitates tailoring the undergraduate major to suit the particular needs of the student. All students interested in majoring in biology are requested to see a representative of the biology department during their freshman year to discuss their future programs of study. The requirements for a major in Biology are 33 hours, including Biology 101-102 and 151-152 (to be taken during either the freshman or sophomore year). The balance of the major consists of appropriate electives with at least one course in each of the following three areas: 1. Molecular/Cellular Biology; 2. Organismic/Systematic Biology; 3. Ecology/Population Biology.

In addition, Chemistry 101-102 and 151-152 are required.

Note: Many graduate schools require courses in physics, mathematics through calculus, organic chemistry, statistics, computer science, physical chemistry, and electronics by way of preparation for certain biology majors. The Department of Biology recommends that all students planning to pursue graduate or professional studies in the biological sciences investigate the undergraduate prerequisites for their particular major by the fall semester of their junior year so that these may be incorporated into their undergraduate program.

BIOLOGY 101-102. (3-3)*Staff*

INTRODUCTORY BIOLOGY. An introduction to the basic topics of the biological sciences. Biology 101 emphasizes cell chemistry and structure, cell physiology including respiration and photosynthesis, Mendelian and basic molecular genetics, and cellular and organismal reproduction. Biology 102 emphasizes evolution, population dynamics, ecology, adaptation, and a survey of the five kingdoms of life. Prerequisites: none for 101; 101 prerequisite to 102. Corequisites: Biology 151 and 152 corequisite to 101 and 102, respectively. Offered: 101 in the fall semester, 102 in the spring semester, 101 in the spring semester on demand.

BIOLOGY 108. (3)

Gemborys
ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course will include discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources. Prerequisite: none. Offered: each semester.

BIOLOGY 111. (1)

Gemborys
NATURAL MAN. Readings, discussions and films designed to illustrate the capacity of man to survive in hostile environments and to demonstrate the close ecological balance maintained between primitive man and his environment. Emphasis will be given to early Arctic and Antarctic exploration and to the study of Esquimaux culture. Readings will include works by Stefansson, Nansen, Amundsen, Scott, Cherry-Garrard, Shackleton, and Byrd. Admission by consent of instructor. Prerequisite: none. Offered: on demand.

BIOLOGY 142. (4)

Gemborys
BOTANY. An introductory study of the anatomy, morphology, taxonomy, physiology, and ecology of plants. In addition, the commercial and medicinal uses of plants will be considered. Two 2½ hour meetings per week, with the laboratory experience integrated within the lecture portion of the course. Prerequisite: none. Offered: on demand.

BIOLOGY 151-152. (1-1)

Staff
LABORATORY IN INTRODUCTORY BIOLOGY. Laboratory exercises associated with Biology 101-102. Prerequisites: none for 151. 151 is prerequisite to 152. Corequisites: Biology 101 for 151, Biology 102 for 152.

BIOLOGY 158. (1)

Gemborys
LABORATORY IN ENVIRONMENTAL BIOLOGY. A laboratory experience designed to demonstrate the interactions between plants and animals and their environment and to acquaint the non-science-oriented student with techniques and methods used in the measurement of environmental

parameters. Consideration will be given to such topics as the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms; a comparison of the chemical and physical characteristics of natural and polluted streams; and the effects of logging and fire in local forest ecosystems. Prerequisite or corequisite: Biology 108. Offered: fall semester.

BIOLOGY 207. (2)

Crawford
SEMINAR ON THE GREAT BIOLOGISTS. A study of the lives and classical contributions of the most significant figures in the history of biology. The chief criterion used in selecting the subjects is their effect upon subsequent thought and development in the life sciences. This seminar requires extensive biographical reading. Admission by consent of instructor. Two three-hour meetings per month. Prerequisites: Biology 101, 102, 151, and 152. Offered: on sufficient demand.

BIOLOGY 215. (4)

Lund
CYTOTOLOGY. Cytology is an introduction to cells in terms of structure and function. Major emphasis in lecture sessions includes descriptions of cell organelles and their functions, the mechanics of cell division, and basic cytogenetics. Structure of differentiated cells is considered in relation to the function of various animal and plant tissues. Students will examine professionally prepared material as well as slides of their own making in the laboratory. Students are involved in techniques in cytogenetics and histochemistry utilizing animal and plant material. Three lecture sessions, one laboratory period per week. Enrollment limited to 24. Prerequisite: Biology 101 and 102. Corequisite: none. Offered: spring semester.

BIOLOGY 220. (4)

Shear
MICROBIOLOGY. This course deals with the biology of prokaryotic organisms, viruses, and subviral parasites. Energy-generating mechanisms unique to prokaryotes will be examined, including photosynthetic, chemosynthetic, and heterotrophic modes. The basics of prokaryote and viral genetics will be introduced as a means of understanding the techniques of genetic engineering. As well as a general survey of prokaryotes, viruses, and subviral parasites, the course will undertake a deeper exam-

ination of those associated with human disease. The principles of immunology, commercial fermentations, and the importance of microbes in ecosystems will also be discussed. Prerequisites: Biology 101, 102, 151, 152. Offered: fall semester of even years.

BIOLOGY 222. (4) *Crawford*
MORPHOGENESIS. An introduction to comparative functional development and morphology of the vertebrate body. Embryonic development through organogenesis and adult gross anatomy is stressed. Closed to students who have successfully completed Biology 321 or 322. Three lectures and one laboratory per week. Prerequisite: Biology 102, 152. Offered: spring semester of odd years.

BIOLOGY 232. (4) *Crawford*
PARASITOLOGY. The biology of animal parasites—their history, life cycles, host relationships, modes of infection, transmission, and pathogenicity. Laboratory exercises will include work on prepared slides and the examination of living parasitic forms when possible. Students will be required to prepare some permanent slide mounts from living parasites. Three lectures and one laboratory period per week. Prerequisite: Biology 101 and 102. Offered: spring semester of even years.

BIOLOGY 241. (4) *Shear*
INVERTEBRATE ZOOLOGY. An intensive study of the taxonomy, morphology, physiology, and ecology of the invertebrates. The phylogenetic origin of the organ-system is studied in relation to basic adaptive patterns. Biochemical, embryological, morphological, and physiological similarities and dissimilarities are observed. Representative species from the major phyla are studied in the laboratory. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester of odd years.

BIOLOGY 250. (3) *Turney*
BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical

problems which are being raised by such advances. An attempt will be made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No lab. This course does not provide credit for a biology major. Prerequisite: none. Offered: spring short term.

BIOLOGY 253-254. (4-1) *Gemborys*
PLANT ECOLOGY. A consideration of the interrelationships between plants and their environment. These relationships will be observed through study of the major plant communities of Virginia. Emphasis will be placed on the role of succession and environment in the development of plant associations. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. Field trips are required. The work in the second semester will consist of directed study of a problem of interest to the student and will be based on the principles and methods studied in the first semester. Prerequisites: Biology 101, 102, 151 and 152. Offered: 253 in the fall semester; 254 in the spring semester on demand.

BIOLOGY 260. (4) *Gemborys*
TROPICAL BIOLOGY. A consideration of the biology of plants and animals, including man, living in a tropical environment. Special emphasis will be given to the study of the structure and function of a typical coral reef and to the study of the ecology, physiology, and taxonomy of other locally important marine forms. Laboratory included. Course presented on the Hampden-Sydney campus and at a tropical marine biology laboratory. Prerequisite: permission of the instructor. Offered: on sufficient demand.

BIOLOGY 270. (4) *Gemborys*
ECOSYSTEMS OF THE MIDATLANTIC AND NORTHEASTERN UNITED STATES. A survey of the significant vegetation types of the Eastern United States, ranging from the Longleaf Pine Forests of Virginia to the Alpine Tundra Formations of New Hampshire. Consideration will also be given to the effects of climatic, geologic, and edaphic influences on the development of these

ecosystems. Quantitative methods of vegetation sampling and statistical techniques will be employed. Laboratory included. Duration: 3 weeks. Prerequisite: none. Offered: spring short term on sufficient demand.

BIOLOGY 300. (3) Crawford
HISTORY OF BIOLOGY. A survey of the history of the biological sciences from the early Greeks through the medieval period, focusing on the development of modern biology. Special consideration is given to the origins of biology in medicine, emphasizing the lives, contributions and subsequent influences of the significant figures in the history of biology. Three lectures per week. Prerequisite: Biology 101 and/or consent of instructor. Offered: spring semester of odd years.

BIOLOGY 311. (4) Turney
GENETICS. Principles of heredity and variation as developed from the morphological, physiological, and biochemical levels of gene action. Three lectures and one laboratory per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: spring semester.

BIOLOGY 313. (3) Shear
POPULATION BIOLOGY. An introduction to the biological applications of simple statistics and the use of mathematical models in genetics, evolution and ecology. Lecture and discussion sessions will emphasize the derivations of models and statistical formulae, with special attention given to their biological meaning and their appropriateness for use in biology. No special mathematical knowledge will be required beyond algebra and elementary calculus; not recommended for students who have taken Mathematics 103. Prerequisites: Biology 102, 152; Biology 311 recommended. Offered: fall semester of odd years.

BIOLOGY 314. (3) Shear
EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena will be derived and tested through problem-solving. The process of speciation will be examined,

and basic biogeographical principles will be studied. Some discussion of the history of evolutionary biology and the lives of its major contributors will also take place. Prerequisite: Biology 311 or Biology 313. Offered: on demand.

BIOLOGY 320. (3) Crawford
HISTOLOGY. A study of normal tissues of the vertebrate organism with emphasis on mammalian histology. Routine preparations of the four basic tissue types will be studied in detail. The primary concern is the description of microscopic structure and organization of tissues and organs. Another concern is the functions of tissues as integral components of organs, for it is mainly from function that structure derives meaning. This course does not include the preparation of slides. Prerequisite: Biology 101 and 102. Offered: spring short term on demand.

BIOLOGY 321. (4) Crawford
DEVELOPMENTAL BIOLOGY. Principles of embryology involving physiological, biochemical, and genetic influences on differentiation of cells and tissues with emphasis on the origin of vertebrate organ systems. Three lectures and two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester.

BIOLOGY 322. (4) Crawford
COMPARATIVE VERTEBRATE ANATOMY. Comparative functional morphology and evolution of organs and organ systems in chordate animals. Major emphasis is placed on gross anatomy of the mammal. Studies of vertebrate tissues are included. Three lectures and two laboratories per week. Prerequisite: Biology 321 or consent of instructor. Offered: spring semester.

BIOLOGY 331. (4) Turney
BIOCHEMISTRY-MOLECULAR BIOLOGY. A structural and functional study of the cell with emphasis on the biochemical and ultrastructural aspects of cell metabolism. Laboratory exercises include problems in enzyme kinetics, enzyme isolation, electrophoresis, ion-exchange chromatography, and spectrophotometry. Three lectures and one laboratory per week. Prerequisite: Biology 101, 102, 151 and 152;

Prerequisite or corequisite: Chemistry 201.
Offered: fall semester.

BIOLOGY 332. (3)

Turney

PHYSIOLOGY. A continuing treatment of the cell's structure and function with emphasis this semester on muscle contraction, nerve conduction, cell division and differentiation. Supplemental lectures on the cellular basis for homeostasis are included with specific treatments of circulatory physiology, respiratory physiology, and renal physiology. Prerequisites: Biology 101, 102, 151 and 152. Biology 331 is a desirable but not essential antecedent to Biology 332. Offered spring semester.

BIOLOGY 334. (1)

Turney

ADVANCED BIOCHEMISTRY. A laboratory course investigating the problems of enzyme purification, intermediary metabolism, and protein synthesis. The exercises involve refinements of the techniques learned in Biology 331 with some additional work utilizing manometric techniques, differential centrifugation, and radioactive tracers. Prerequisite: Biology 331. Offered: spring semester.

BIOLOGY 342. (4)

Gemborys

PLANT PHYSIOLOGY. A consideration of the fundamental life processes of plants including photosynthesis, water relations, growth regulators, photoperiodic responses, and mineral nutrition. Primary emphasis placed on laboratory work. Two lectures, two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152; Chemistry 101-102, 151-152. Offered: on demand.

BIOLOGY 376. (4)

Gemborys

MARINE BIOLOGY AND OCEANOGRAPHY. A study of the physical, chemical, and biological characteristics of the world's oceans, shorelines, and estuaries. The laboratory experience is designed to give the student first-hand knowledge of the methods used in studying aquatic organisms and environments. It will include regular assigned exercises as well as an independent study project. Field trips will be made. Prerequisite: Biology 241, 253, or consent of instructor. Offered: spring semester of even years.

BIOLOGY 382. (4)

Shear

NEUROBIOLOGY AND BEHAVIOR. The first half of the course will take up the major features of the actions of neurons, as they operate at the cellular level. This will be followed by a discussion of synaptic transmission and signal integration by small systems of nerve cells, with some study of their implications for behavior; identified neurons in invertebrates will be emphasized. Levels of neural integration will be examined using the vertebrate retina as an example. The second half of the course will attempt to integrate this material with what has been learned of animal behavior by the ethologists, and the course will end with an introduction to sociobiology. Laboratories will consist of self-designed independent study projects. Prerequisites: Biology 101, 102, 151, 152, and two additional semesters of Biology. Biology 382 will be offered in the spring semester of odd years.

CHEMISTRY

Professors Porterfield, Sipe; Associate Professor Anderson, Assistant Professors Mueller, Dunn

The requirements for a major in Chemistry are:

1. All courses from the techniques track (except honors) and the following courses from the concepts track: 101-102, 201-202, 301-302, and 401-402, plus two chemistry electives, one to be chosen from Group A and one from Group B:
Group A: 311 (Biochemistry), 318 (Medicinal Chemistry), or 485 (Special Topics, 3 hours).
Group B: 322 (Descriptive and Industrial Chemistry), 411 (Advanced Physical Chemistry), or 412 (Advanced Inorganic Chemistry).
For a student to receive the American Chemical Society's certified degree, the Group A elective must be Chemistry 311 (Biochemistry) and the Group B elective must be Chemistry 412 (Advanced Inorganic Chemistry).
2. Satisfactory completion of Mathematics 101-102, Physics 111-112, and Physics 151-152.

CONCEPTS TRACK

CHEMISTRY 101-102. (3-3) *Dunn, Porterfield & Sipe*

CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for systematic study of descriptive inorganic chemistry. Some mathematical facility desirable. Prerequisites: none for 101; 101 prerequisite to 102. Offered: 101 in the fall semester; 102 in the spring semester.

CHEMISTRY 111. (3) *Mueller*

CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences, and will not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none.

Chemistry 151 laboratory may be taken concurrently or in a later semester if desired. Offered: each spring semester if staff permits.

CHEMISTRY 201-202. (3-3) *Mueller*
ORGANIC CHEMISTRY. An integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisites: Chemistry 101-102. Corequisite: Chemistry 251-252. Offered: 201 in the fall semester; 202 in the spring semester.

CHEMISTRY 301-302. (3-3) *Sipe*
PHYSICAL CHEMISTRY. The principles of chemical thermodynamics, electrochemistry, introductory quantum mechanics, spectroscopy, statistical mechanics, and kinetics are developed and used to explain selected chemical phenomena. Prerequisite: for Chemistry 301: Chemistry 102, Mathematics 102. Corequisite: Physics 111. For Chemistry 302, Chemistry 301 is prerequisite. Offered: 301 in the fall semester, 302 in the spring semester.

CHEMISTRY 311. (3) *Anderson*
BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. The major catabolic pathways are covered in detail. Prerequisite: Chemistry 202 or consent of instructor. Offered: fall semester.

CHEMISTRY 318. (3) *Staff*
MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. Some attention is given to the rational design and pharmacological evaluation of potential medicinals, but synthesis routes are not covered. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and anti-

neoplastic agents. Prerequisites: Chemistry 202 or consent of the instructor. Offered: spring semester. Biology 101, 102 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 322. (3) Porterfield
DESCRIPTIVE AND INDUSTRIAL
INORGANIC CHEMISTRY. A survey of the chemistry of the elements: their natural occurrence, extractive methods, laboratory reactions and uses, and commercial and industrial uses with some economic interpretation of the latter. Some attention will be given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisites: Chemistry 101-102. Offered: fall semester.

CHEMISTRY 332. (3) Mueller
ADVANCED ORGANIC CHEMISTRY. A closer examination of the concepts introduced in organic chemistry. Emphasis will be placed on the relationships between structure and mechanism. Articles from chemical journals will be used to show the interaction of experiment and theory in the formulation and development of reaction mechanisms. Prerequisite: Chemistry 202. Offered: spring semester.

CHEMISTRY 401-402. (3-3) Anderson
CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical investigation and analysis. Topics include: basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhancement techniques; computer-assisted acquisition, manipulation, and presentation of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisites: Chemistry 302 or consent of the instructor. Offered: 401 in the fall semester; 402 in the spring semester.

CHEMISTRY 411. (3) Sipe
ADVANCED PHYSICAL CHEMISTRY. Selected advanced topics in physical chemistry: e.g., topics in advanced molecular spectroscopy, magnetic resonance spectroscopy, theoretical calculations of molecular electronic structure. Prerequisites: Chemistry 302 or consent of the instructor. Offered: on sufficient

demand.

CHEMISTRY 412. (3) Porterfield
ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry as applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 301. Offered: spring semester.

TECHNIQUES TRACK

CHEMISTRY 151-152. (1-1) Dunn, Porterfield, Sipe
TECHNIQUES OF CHEMISTRY. A series of four open-ended projects that require independent use of library and laboratory facilities, including quantitative analysis. Breakage deposit: \$35.00. Prerequisites: None for 151. Chemistry 151 is prerequisite to 152.

CHEMISTRY 251-252. (1-1) Anderson, Mueller
ANALYTICAL-ORGANIC TECHNIQUES. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical and organic chemistry areas. The design of synthesis procedures and separation schemes is emphasized. Attention is given to analysis by potentiometric titration, vapor phase chromatography, and such spectroscopic techniques as infrared, ultraviolet-visible, mass, and proton magnetic resonance. Breakage deposit: \$35.00. Prerequisites: Chemistry 102, 152. Corequisites: Chemistry 201-202. Offered: 251 in the fall semester; 252 in the spring semester.

CHEMISTRY 351-352. (2-2) Staff
ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and in inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition and reduction of data. Projects include literature searches

CLASSICS

and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352, 451-452 form a four-semester sequence in which students work one semester with each of the four members of the faculty. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 385. (1) *INTRODUCTION TO HONORS RESEARCH.* Staff

The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who will supervise the honors research project in Chemistry 461-462. Prerequisite: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2) *ADVANCED LABORATORY II.* Staff

The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$35.00. Prerequisite: Chemistry 352. Corequisite: Chemistry 401. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3) *HONORS ADVANCED LABORATORY.* Staff

An extended scholarly project, developed in Chemistry 385, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisite: Chemistry 352, Chemistry 385, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3) *HONORS ADVANCED LABORATORY.* Staff

An extended scholarly project, developed in Chemistry 385, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisite: Chemistry 461 and consent of the instructor. Offered: on demand.

Professor Emeritus Thompson; Professor Tucker; Associate Professors Arieti, Brinkley

The requirements for a major in Greek are at least 18 hours in Greek above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201. The requirements for a major in Latin are at least 18 hours in Latin above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201.

A concentration in Greek and Latin will require at least 12 hours in each language, including six hours in one at the 300 level or above; Philosophy 301; Fine Arts 201; History 301, 302.

The requirements for a major in Classical Studies are at least 6 hours of Greek or Latin above the elementary level and 24 hours to be selected from the following: courses in the Greek and Latin languages and in Classical Studies; Philosophy 301; History 301, 302; Fine Arts 201. None of the thirty hours taken to satisfy the requirements for this major may be used in the Humanities portion of the distribution requirements.

GREEK

GREEK 101-102. (3-3) *Brinkley*

ELEMENTARY GREEK. This course advances the student rapidly into the reading of classical and New Testament Greek texts by combining a uniquely ordered study of forms, vocabulary, and syntax with carefully chosen illustrative reading material, which consists almost entirely of authentic passages from ancient texts. Considerable attention is given to developing sound appreciation of Greek cultural values by exhaustive study of significant vocabulary. Emphasis is given to the development of the student's command of English grammar, diction, and vocabulary by comparative and contrastive exercises. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3) *Arieti*

INTERMEDIATE GREEK. Reading and analysis of selections from Greek prose and verse, and a continuing study of grammar and vocabulary. Prerequisite: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301. (3) *Brinkley*
THE GREEK NEW TESTAMENT.

Passages from the Synoptic Gospels and *Acts* are read, and a survey of the peculiarities of *koiné* Greek is made. Attention will be given to textual problems, especially those which have theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 302. (3) *Brinkley*
GREEK DRAMA. Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes will be read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theatre. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 303-304. (3-3) *Brinkley*
GREEK HISTORIANS. Selections from the major historians will be read, with emphasis on developing the student's capacity to read Greek prose and on his appreciation of the writers' contributions to Western historiography. Some parallel reading in English is required. Prerequisites: Greek 201-202. It is further suggested that the student have had or be enrolled in History 301. Offered: on sufficient demand.

GREEK 305-308. (3 each semester) *Staff*
ADVANCED READINGS IN GREEK LITERATURE. The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, Lucian, and the Athenian orators. Prerequisites: Greek 201-202. Offered: on sufficient demand.

LATIN

LATIN 101-102. (3-3) *Tucker*
ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of language structure. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3) *Arieti*
INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisite for 201: 101-102 or

equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3) *Tucker*
MASTERPIECES OF LATIN LITERATURE. A survey of Latin literature of the Republic and the Empire. Prerequisite for 301: Latin 201-202 or equivalent. Prerequisite for 302: 301. Offered: 301 in the fall semester; 302 in the spring semester.

LATIN 401-408. (3 each semester) *Staff*
ADVANCED READINGS IN LATIN LITERATURE. The courses will be devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epistolography, history. Prerequisite: Latin 301-302 or equivalent. Offered: on sufficient demand.

LATIN 411. (3) *Brinkley*
LATIN COMPOSITION AND GRAMMAR. Prerequisites: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

LATIN 412. (3) *Thompson*
LATIN PALAEOGRAPHY. Prerequisite: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek.

CLASSICAL STUDIES 201. (3) *Thompson*
ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen. Offered: each semester.

CLASSICAL STUDIES 202. (3) *Brinkley*
CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: spring semester.

CLASSICAL STUDIES 203. (3)*GREEK LITERATURE IN*

TRANSLATION. Reading and discussion of major works of classical Greek literature. Literary themes and techniques will be considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

Tucker

CLASSICAL STUDIES 204. (3)

Tucker

LATIN LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Latin literature. Literary themes and techniques will be considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

CLASSICAL STUDIES 301. (3)

Arieti

HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's *Theogony*—an account of the genesis of the Greek Gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and Augustine, as well as some by minor figures, like Minutius Felix and Basil. Emphasis will be placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under paganism and Christianity. Prerequisites: Any of the following: Western Man 101, History 301, 302, Latin or Greek at the 200 level or above, Classical Studies 203, 204 or permission of the instructor. Offered in alternate years.

HISTORY 301. (3)

Brinkley

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and will not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester.

HISTORY 302. (3)

Brinkley

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman

supremacy in the Mediterranean. Special attention is given to the development of the Roman civil law and the origin of basic Western legal concepts. This course does not assume a knowledge of Latin and will not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester.

LINGUISTICS 301. (3)

Brinkley

DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3)

Brinkley

HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 341. Offered: on sufficient demand.

LINGUISTICS 303. (3)

Brinkley

DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 304. (3)

Brinkley

HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 341. Offered: on sufficient demand.

ECONOMICS

Associate Professors Angresano^s, Gibson^f, Hendley, Townsend^f; Assistant Professor Holleran; Visiting Assistant Professor Tinsley; Lecturers Stern, Timmons

The requirements for all students majoring in Economics are 27 hours in Economics, to include Economics 301 and 303, and, in addition, Mathematics 103 and 104. They are also expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year. Beyond these specific courses, the student can choose between concentrations in General Economics and in Management Economics. The General Economics concentration requires the student to take Economics 401 and 402. For the Management Economics concentration, the student must take Economics 221, 222, 421, and 422. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3) *Staff*
INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3) *Holleran, Staff*
MONEY AND BANKING. Analysis of the fractional reserve banking system, its place in financial markets, and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Keynesian and Monetarist theory. Prerequisite: Economics 101. May not be taken by a student who has had Economics 303, except with permission of the instructor. Offered: each semester.

ECONOMICS 201. (3) *Angresano*
COMPARATIVE ECONOMIC SYSTEMS. An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101. Offered: on demand.

ECONOMICS 203. (3) *Holleran*
GENERAL ECONOMIC HISTORY. Study

of the origins and spread of modern economic growth in Western Europe and North America, with emphasis on 18th and 19th century experience. Prerequisites: Economics 101. Offered: fall semester.

ECONOMICS 204. (3) *Holleran*
TOPICS IN ECONOMIC HISTORY. Selected topics of historical and economic significance are examined using the tools of economics. Prerequisites: Economics 101. Offered: on demand.

ECONOMICS 205. (3) *Angresano*
HISTORY OF ECONOMIC THOUGHT. A survey of the development of economics from mercantilism through marginalism. Emphasis will be on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 206. (3) *Townsend*
TOPICS IN HISTORY OF ECONOMIC THOUGHT. This course explores methodological and topical subjects in the history of economics. Prerequisites: Economics 101 and junior standing or permission of the instructor. Offered: on sufficient demand.

ECONOMICS 208. (3) *Hendley*
PUBLIC FINANCE. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 209. (3) *Hendley*
TOPICS IN POLITICAL ECONOMY. An adaptation and application of fundamental economic concepts to the analysis of problems such as poverty, education, crime, and professional sports. The topics considered vary from year to year. Prerequisite: Economics 101. Offered: periodically.

ECONOMICS 210. (3) *Staff*
ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101.

Offered: spring semester.

ECONOMICS 212. (3) *Townsend*
ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies will be used to illustrate, and will require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation.
Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 213. (3) *Hendley*
ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 214. (3) *Staff*
INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: periodically.

ECONOMICS 220. (3) *Stern*
CORPORATION FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Prerequisite: Economics 101; Economics 221 (or equivalent) is recommended but not required. Offered: fall semester.

ECONOMICS 221. (3) *Gibson*
MANAGEMENT ACCOUNTING AND ANALYSIS. Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis will be placed on managerial accounting techniques. Prerequisites: Economics 101 and sophomore

standing. Offered: spring semester.

ECONOMICS 222. (3) *Timmons*
NATURE, MANAGEMENT, AND ENVIRONMENT OF BUSINESS. The role of business in society and the functions of business are considered within the framework of the social system. Prerequisites: Economics 101 and sophomore standing. Offered: fall semester.

ECONOMICS 260. (3) *Angresano*
INTERNATIONAL ECONOMICS. Examination of the basis of international trade, the balance of international payments and adjustment mechanisms. Application of the theory to current problems of international payments and trade.
Prerequisite: Economics 101. Offered: on demand.

ECONOMICS 301. (3) *Staff*
MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and pricing; comparison of resource allocation in competitive and noncompetitive markets. Prerequisite: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 303. (3) *Townsend*
MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisite: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 306. (3) *Townsend*
ELEMENTS OF ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive reading of empirical work in economic literature. Prerequisites: Economics 101 and Mathematics 103. Offered: spring semester of odd years.

ECONOMICS 308. (3) *Townsend*
MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics

301 and Mathematics 101. Offered: spring semester of even years.

ECONOMICS 401. (3) *Holleran*
SEMINAR IN INTERMEDIATE ECONOMIC ANALYSIS. Application of macroeconomic and microeconomic decision tools to problems of business cycles and forecasting and to problems of economic welfare. A capstone course in economics, the seminar enables students to use the tools of intermediate theory as devices for dynamically modelling the economy and forecasting trends in economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3) *Hendley*
SEMINAR IN PUBLIC POLICY ANALYSIS. A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisites: Economics 301 and 401 or permission of the instructor. Offered: spring semester.

ECONOMICS 421. (3) *Holleran*
MANAGERIAL ECONOMICS. Application of microeconomic decision tools to managerial problems of the firm. The class time will be divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

ECONOMICS 422. (3) *Gibson*
SEMINAR IN BUSINESS PROBLEMS. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Economics 221, 222, and senior standing or permission of the instructor. Offered: spring semester.

CONCENTRATION IN ECONOMICS WITH MATHEMATICS

The Departments of Economics and Mathematics offer a concentration in Economics with Mathematics for students interested primarily in the quantitative aspects of Economics. The concentration consists of the following courses:

ECONOMICS 101.
ECONOMICS 301, 303.
ECONOMICS 306, 308.
Two elective courses in Economics.
MATHEMATICS 101, 102, 103.
MATHEMATICS 201, 202.
COMPUTER SCIENCE 221.

With the permission of the two departments, a student may substitute within the same discipline for the above courses. A substitution must, however, be consistent with the concentration's objective of a tightly integrated program grounding the student in the mathematical concepts most widely used in Economics, and exploring the areas of Economics best illustrating the application of quantitative techniques.

ENGLISH

Professors Martin, Simpson; Adjunct Professor Bunting; Associate Professors Bagby, Saunders; Assistant Professor Schiffer; Visiting Assistant Professors Deis, Frye; Poet-in-Residence and Lecturer O'Grady

The requirements for a major in English are 30 hours, including two semesters each of History of English Literature (211-212), Shakespeare (333-334), and American Literature (221-222); a genre course; a period course; a single-author course other than Shakespeare; and at least one course in British History (201-202). At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

ENGLISH 204. (3) *Bagby*
AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between man and the natural world. The course is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and of the methods by which the individual can prepare himself to receive such benefits. Authors to be considered include Cooper, Emerson, Whitman, Thoreau, Frost, Hemingway, and Faulkner. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 205. (3) *Staff*
UTOPIAN LITERATURE. This study of representative accounts of ideal societies and the perfection of man begins with Plato's *Republic* and More's *Utopia* as bases; other readings include works from the classical era to the present, with concentration on American and British literature of the nineteenth and twentieth centuries. Authors to be considered include Howells, Butler, Bellamy, Huxley, and Orwell. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 206. (3) *Martin*
LITERATURE AND YOUTH. A study of

the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 207. (3) *Martin*
LITERATURE OF WAR. Major literary works concerning war are studied, with special attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth centuries, but includes works of the ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, and Vonnegut. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 208. (3) *Simpson*
THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and the theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; R. L. Stevenson, Saki, Maugham, Mansfield, D. H. Lawrence, and Graham Greene; Maupassant, Chekhov, Pushkin, Balzac, Tolstoy, Kafka, and Thomas Mann. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 209. (3) *Simpson*
THE SHORT NOVEL. This course will include British, European, American, and South American authors and works. Students will read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Doris Lessing; and Gabriel García Márquez. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 211-212. (3-3) *Staff*
THE HISTORY OF ENGLISH LITERATURE. The first semester surveys major authors, works, and literary types from the

beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221. (3) *Bagby*
AMERICAN LITERATURE TO 1865. A general study of American literature from colonial times through the Civil War. While attention is given to the milieu, continuity, and development of our literature, the emphasis is upon major figures: Cooper, Hawthorne, Melville, Emerson, and Thoreau. Appropriate critical approaches other than the historical are employed in considering the key works of these authors. Prerequisite: none. Offered: fall semester.

ENGLISH 222. (3) *Bagby*
AMERICAN LITERATURE SINCE 1865. A continuation of English 331, covering the period from the Civil War to the present, including Whitman, Dickinson, Twain, James, Dreiser, Frost, Stevens, and Bellow. Prerequisite: none. Offered: spring semester.

ENGLISH 224. (3) *Deis, Frye*
INTRODUCTION TO AFRO-AMERICAN LITERATURE. The works of major black American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to Afro-Americans. Poetry (from Dunbar to Don L. Lee) and fiction (from Toomer to Baldwin) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: spring semester of even years.

ENGLISH 231. (3) *O'Grady*
INTRODUCTORY CREATIVE WRITING. A workshop in the craft of writing poetry and short fiction. The general approach will be to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: consent of the instructor. Offered: fall semester.

ENGLISH 232. (3) *O'Grady, Schiffer*
ADVANCED CREATIVE WRITING. A continuation of English 231 with greater emphasis placed on developing an individual style in a specific genre. This workshop will also focus on writing poetry and short fiction. Prerequisite: consent of the instructor. Offered: spring semester.

ENGLISH 235. (3) *Martin*
THE ART OF THE ESSAY. A workshop in the craft of modern essay writing. Students will examine classic and experimental essays for technique and content. Emphasis will be placed on individual style, but imitation of selected works will be encouraged. Prerequisites: Rhetoric 101-102 and consent of the instructor. Offered: on sufficient demand.

ENGLISH 300. (3) *Martin*
MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings will be in modern translation; knowledge of the Old English and Middle English languages is not required. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 301. (3) *Schiffer*
POETRY OF THE ENGLISH RENAISSANCE. A survey of non-dramatic poetry (exclusive of Milton) from the middle of the sixteenth century to the Restoration, concentrating on Sidney, Spenser, the major "metaphysical" poets, and Ben Jonson, but including some lesser writers as well. The course studies these poets in their historical and intellectual settings and considers also the new forces which led to a renaissance in English poetry. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 302. (3) *Saunders*
THE AUGUSTAN AGE. A critical study of the major writers of the eighteenth century, particularly Pope, Swift and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic era. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and

miscellaneous prose. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 303. (3) Staff

THE ENGLISH ROMANTICS. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of "the Romantic imagination." Prerequisite: none. Offered: fall semester of even years.

ENGLISH 304. (3) Saunders

VICTORIAN LITERATURE. This course concentrates on the major Victorian poets—Browning, Tennyson, and Arnold—and samples the minor ones. It examines the prose writings of Carlyle, Darwin, Mill, and Arnold; and it peeks into the prose fiction of at least one significant Victorian novelist—probably Dickens. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 311. (3) Staff

EPIC WRITING IN ENGLISH AND AMERICAN LITERATURE. This study of the epic tradition starts with a brief glance at the classical epic and then focuses on epic writing in English and American literature. Readings include *Beowulf*, *The Faerie Queene*, *Morte D'Arthur*, *Paradise Lost*, *Tom Jones*, *Moby-Dick*, and selections from *Leaves of Grass*. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 313. (3) Staff

ENGLISH DRAMA. A survey of English drama, exclusive of Shakespeare. The nature and origins of drama as a literary genre are studied, with attention to the characteristics of tragedy, comedy, and other types. Readings include representative plays from the medieval, Renaissance, Restoration, neoclassical, Romantic, and Victorian periods. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 314. (3) Simpson

MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, Garcia Lorca, Brecht, Tennessee Williams, and Arthur Miller. Prerequisite: none. Offered: on suffi-

cient demand.

ENGLISH 316. (3) Bagby

MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, and Ammons. It is intended less as a historical overview than as a close examination of the poetic worlds of the individual writers. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 317. (3) Simpson, Saunders

ENGLISH NOVEL The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read include Austen, the Brontë sisters, Dickens and Hardy. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 318. (3) Simpson

MODERN BRITISH AND AMERICAN NOVEL Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 330. (3) Martin

CHAUCER. *The Canterbury Tales*, *Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 333-334. (3-3) Schiffer

SHAKESPEARE. The early comedies, histories, and tragedies; the sonnets; and *Venus and Adonis* and *The Rape of Lucrece* are treated in first semester. The later histories, the "problem plays," the great tragedies, and the romances are read in second semester. Both courses stress the development of Shakespeare as a literary artist. Prerequisite: none. Offered: 333 in the fall semester; 334 in the spring semester.

ENGLISH 335. (3) Schiffer

MILTON. A study of Milton's poetry, with

emphasis upon *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* as a trilogy. Milton's life and his prose are considered insofar as they contribute to an understanding of his thought and poetic achievement. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 337. (3) *Saunders*
DICKENS. A study of Dickens' novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens' humor, his social themes, and the serial publication of the novels. At least one of the long novels (e.g., *Bleak House*) will be read throughout the semester in its serial parts. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 338. (3) *Simpson*
FAULKNER SEMINAR. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Prerequisite: consent of instructor. Offered: spring semester of odd years.

ENGLISH 339. (3) *Martin*
HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 401. (3) *Brinkley*
HISTORY OF THE ENGLISH LANGUAGE. A general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the peculiar history of American English and its dialects. Prerequisite: none, but English 211-

212 is strongly recommended. Offered: fall semester of odd years.

SEE ALSO Classical Studies 201, English Etymology; and Linguistics 301 and 302, Descriptive and Historical Linguistics.

ENGLISH 405. (3) *Deis, Frye*
LITERARY CRITICISM. A study of critical theories from Aristotle to the present, especially of modern trends in criticism, and an introduction to the practice of critical techniques. An attempt is made to arrive at a reasonably comprehensive and synthesizing view of our literary heritage, both English and American. Prerequisite: none. Offered: on sufficient demand.

FINE ARTS

Professor Emeritus Thompson; Associate Professors Coy, Kidd

FINE ARTS 103. (3) *Kidd*
INTRODUCTION TO MUSIC LITERATURE. This course examines music in its historical and cultural context through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: fall semester.

FINE ARTS 201-202. (3-3) *Thompson*
THE HISTORY OF THE FINE ARTS. This course is designed to promote the enjoyment of the fine arts — painting, architecture, and sculpture. A knowledge of ancient, medieval, and modern history and of ancient and modern languages is useful as background information but is not a requirement. Fine Arts 202 may include a spring trip to the Washington galleries. Not open to freshmen. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

FINE ARTS 206. (3) *Thompson*
WESTERN ART OF THE 19TH AND 20TH CENTURIES. The painting, sculpture, and architecture of Europe and the Americas in the modern age. Not open to freshmen. Prerequisite: Fine Arts 202 or equivalent. Offered: on sufficient demand.

FINE ARTS 207. (3) *Coy*
INTRODUCTION TO THEATRE. This course is designed for students interested in understanding plays in the context of theatre history and of performance circumstances. Previous theatrical experience is desirable but not necessary. Plays to be read will be drawn from various periods of history and types of drama, from the Greeks to the Theatre of the Absurd. Scenes may be performed, with the emphasis upon interpretation rather than mechanics or technique. Prerequisite: none. Offered: each semester.

FINE ARTS 211-212. (3-3) *Kidd*
FUNDAMENTALS OF MUSIC THEORY. These courses are designed to aid in the understanding of the fundamentals of music as well as in developing elementary analytical skills followed by application through

synthesis (writing and arranging). Among topics to be covered: fundamentals, harmonic functions, counterpoint, small-musical forms, compound forms, sight-reading, keyboard, melodic-rhythmic dictation, and score study. Fine Arts 212 is an advanced continuation of 211. Prerequisite: Fine Arts 103 or permission of the instructor. Offered: 211 in the fall semester, 212 in the spring semester.

FINE ARTS 302. (3) *Kidd*
TOPICS IN MUSIC HISTORY. This course will go into considerable depth in the selected topic(s) for the particular semester, i.e., song, instrumental music, choral music, opera, musical theatre, jazz, etc. The study will be analytical (aural and visual) with some individual research and analysis and several written reports of observations and findings. Prerequisite: Fine Arts 103 and 211 or permission of instructor. Offered: spring semester.

FINE ARTS 321. (3) *Coy*
THEORY AND PRACTICE OF THEATRE. The first half of the course will concentrate on the theory and practice of the most central of all theatre activities, acting, with specific study of the works of Stanislavsky and Brecht. The remainder of the course will, according to the interests of individual students, offer opportunities for studying the theory and practice of directing, (more) acting, lighting, set design, theatre design and playwriting. Prerequisite: Fine Arts 207 or consent of the instructor. Offered in both fall and spring semesters.

HISTORY

**Professors Heinemann, Laine, Simms;
Associate Professor Fitch; Lecturer Pilkington**

The requirements for a major in History are 33 hours in history courses, including History 101-102 and 499. Of the remaining 24 hours, 9 must be in the field of United States history and 9 in any field outside United States history. In addition, any one course (3 hours) in each of the fields of Political Science, Economics, and Philosophy is required.

All 300 and 400 level courses are open only to juniors and seniors or with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the History department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines. Special topics are offered in History 485, 490.

HISTORY 101-102. (3-3) *Pilkington, Laine,
Simms*

WESTERN CIVILIZATION. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. It is a natural sequel to Western Man 101-102. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 111-112. (3-3) *Pilkington, Fitch*
UNITED STATES. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War, with emphasis on the period following 1763, especially the years 1830-1860. The second semester begins with Reconstruction and goes through World War II with emphasis on the rise of progressivism and the New Deal. If time permits, developments in the post-war period will be considered. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 113. (3) *Heinemann*
FRESHMAN SEMINAR IN AMERICAN HISTORY. A seminar investigating a selected topic in American history, utilizing readings,

student papers, and class discussions. Open to freshmen only. Prerequisite: none. Not offered in 1986-87.

HISTORY 201-202. (3-3) *Laine*
ENGLAND AND THE BRITISH EMPIRE. The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3) *Simms*
RUSSIA. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: Open only to juniors and seniors, or with the permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3) *Staff*
THE FAR EAST. The impact of the West on East Asia and the resulting response of Asia to Western invasion. Special emphasis is given to China — the influence of traditional Chinese civilization on surrounding countries, the growth of nationalism in China, the Japanese invasion of China, and the rise to power of the Chinese Communists. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester. Not offered in 1986-87.

HISTORY 211. (3) *Fitch*
COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the economic, social, and political institutions of colonial America, and to the origins of the Revolution. Prerequisite: none.

HISTORY 212. (3) *Fitch*
THE AGE OF THE AMERICAN REVOLUTION, 1763-1815. A survey which examines the processes which led to the

creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3) *Heinemann*
CIVIL WAR AND RECONSTRUCTION. The United States from the War of 1812 to the Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: 213 in the fall semester; 214 in the spring semester.

HISTORY 215-216. (3-3) *Heinemann*
MODERN AMERICA. The United States from 1900 to the present. The first semester (1900-1939) covers the responses of Americans to modernization, with emphasis on the reform movements of Progressivism and the New Deal. The themes of foreign involvement and domestic crisis highlight the second semester. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 280. (3) *Heinemann*
CIVIL WAR FIELD TRIP. A study of the tactics and strategy adopted and the influence of terrain in the eastern theater of the Civil War, with special emphasis on the life of the ordinary soldier as well as the characters of the prominent generals. Following some preliminary reading and classroom work, the class will take a ten-day tour of the eastern battlefields, camping out where possible. Prerequisite: none. Offered: spring short term on sufficient demand.

HISTORY 301. (3) *See Classical Studies.*

HISTORY 302. (3) *See Classical Studies.*

HISTORY 304. (3) *Laine*
MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the

beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: fall semester.

HISTORY 306 (3) *Simms*
TWENTIETH CENTURY EUROPE. A study of European history from 1914 to 1945, including such topics as World War I, the Treaty of Versailles, the advent of Nazism, the diplomatic events of the 1930's, and World War II. This course will utilize lectures, classroom discussions, and several films. Permission of instructor required. Offered: spring semester.

HISTORY 313. (3) *Fitch*
HISTORY OF AMERICAN FOREIGN RELATIONS. A survey of America's role in foreign affairs from the formation of the republic to the contemporary period. Emphasis will be given to the nature of American interests and the interplay between ideals and self-interests as America experienced the transition from a small power to great power status. Prerequisite: none.

HISTORY 315-316. (3-3) *Fitch*
AMERICAN INTELLECTUAL HISTORY. This course provides an intensive examination of ideas in America from the colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the development of major patterns of thought in America and the impact of these ideas upon institutions and values. Specific topics will be chosen to illustrate the particular configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Offered: 315 in the fall semester; 316 in the spring semester.

HISTORY 317. (3) *Heinemann*
THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 318. (3)

Heinemann
BLACK AMERICA. A study of the Negro's contribution to American history and culture, both individually and collectively. Emphasis is given to the institutions of slavery and segregation, black leadership, and the black protest movement. Prerequisite: none.

HISTORY 407. (3)

Laine
TUDOR AND STUART BRITAIN. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202 or permission of instructor.

HISTORY 408. (3)

Laine
THE AGE OF HUMANISM AND REFORMATION. A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual movements from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisites: open to seniors; juniors with permission of instructor. Not offered 1986-87.

HISTORY 411. (3)

Simms
RUSSIAN LITERATURE IN HISTORICAL PERSPECTIVE. A survey of Russian literature from 1825 to the present in its historical context. The literature selected will have particular significance to the history of a given period, i.e., how it both reflects and affects the basic themes of Russian history. Prerequisite: History 203 or History 204 or permission of instructor. Not offered in 1986-87.

HISTORY 412. (3)

Heinemann
STUDIES IN TWENTIETH CENTURY AMERICA. A seminar investigating selected topics in twentieth century American life and politics, utilizing readings, student papers, and class discussions. Open to juniors and seniors. Prerequisite: none.

HISTORY 499. (3)*Staff*

COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in European or American history. Students are expected to participate regularly in class discussions of assigned readings; to make occasional oral reports on specific topics; and to write a number of analytical essays of short to moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). At least two colloquia—one European, one American—are offered each fall semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior history majors. Prerequisites: Students who enroll in a European 499 should normally have completed History 101-102; students who enroll in an American 499 should normally have completed a 100 or 200 level course covering at least part of the time-frame or subject of the colloquium. Among topics covered in the European Colloquium: war and society, Henry VIII and the Reformation, Nazism: historical and religious dimensions; among the topics in the American Colloquium: studies in Revolutionary America, leadership in 20th Century, and the Vietnam War.

HISTORY 500. (3)*Staff*

SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis will investigate in detail some historical topic of interest to the student. The student will work under the guidance of a member of the History department in selecting, researching, and writing his essay. Prerequisite: History 499.

HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his history courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300 or 400 level history course. After taking History 499 by the fall of his senior year and receiving a grade no lower than a B+, he enrolls in

HUMANITIES

History 500. The Honors Council and History Department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than a B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the History Department and a third professor chosen from another department by the student with the advice of his advisor and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.

Faculty of the Departments of Classics, English, Fine Arts, History, Modern Languages, and Philosophy

The requirement for the Humanities major, including the distribution requirement in the Humanities division and the foreign language proficiency requirement, is 60 semester hours' work, as follows:

- a) English (200 level and above) 12 semester hours
- b) Foreign Languages (200 level and above, in two languages, one ancient, one modern) 18 semester hours
- c) Philosophy 301-302 6 semester hours
- d) Fine Arts 201-202 or 103 or 211-212 or 302 6 semester hours
- e) History 9 semester hours
 Ancient, 3 semester hours
 Medieval, 3 semester hours
 Additional, 3 semester hours
- f) Advanced English, Foreign Language, Philosophy, or thesis 3 semester hours
- g) Electives in the Humanities 6 semester hours

INTERDISCIPLINARY STUDIES**INTERDISCIPLINARY STUDIES 465. (3)**
*S.V. Wilson***AN OVERVIEW OF U.S. NATIONAL**

INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security in the closing years of the 20th century. Central themes include the critical need for sound and timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; guidelines for preparing a professional career in intelligence, with emphasis on the value of a broadly based, liberal arts education. Extensive use is made of the case study approach for illustrative purposes. Each student will be required to prepare and present an intelligence analysis on a selected area of potential threat to U.S. foreign policy interests. Prerequisite: completion of the core requirements or permission of the instructor.

INTERDISCIPLINARY STUDIES 475. (3)
Barrus

LEADERSHIP. This course analyzes the nature, methods, and problems of leadership. It considers the political, psychological, and moral foundations and social and historical determinants of effective leadership, and evaluates the qualities of mind and character of successful leaders past and present. The course draws from the analytic approaches to the subject of leadership in the disciplines of political science, history, and psychology. It examines treatments of leadership in literature. It focuses on leadership in democratic societies, with particular emphasis on examples of leadership in American political and military history. Case studies are drawn from contemporary problems of leadership in business and politics. Prerequisite: completion of the core requirements or permission of the instructor. Offered: fall semester.

INTERSCIENCE**Faculty of the Departments of Biology,
Chemistry, Mathematics, and Physics**

Students may satisfy the requirements for the Interscience major as well as the Natural Science portion of the distribution requirements by following any one of the several courses of study specified below.

Biochemistry

BIOCHEMISTRY-MOLECULAR BIOLOGY: Three of the following four courses: Biology 311 (Genetics), Biology 332 (Cell Physiology), Chemistry 311 (Biochemistry), Chemistry 318 (Medicinal). Total: 9-10 hours.

BIOLOGY: 101-102, 151-152 (General and Laboratory), 331 (Biochemistry), 334 (Advanced Biochemistry), and two courses from the following list: 215 (Cytology), 220 (Microbiology), 400 (General Biological Science), 311 (Genetics), 332 (Cell Physiology), with the last two courses eligible only if not submitted in satisfaction of the Biochemistry-Molecular Biology area requirement above. Total: 16-17 hours.

CHEMISTRY: 101-102-151-152 (Concepts and Laboratory), 201-202-251-252 (Organic and Laboratory), 301 (Physical Chemistry I). Total: 19 hours.

OTHER: Physics 111-112-151-152 (General and Laboratory); Mathematics 101 (Calculus I). Total: 12 hours.

Biophysics

BIOLOGY: 101-102, 151-152 (General and Laboratory), 311 (Genetics), 331 (Biochemistry), 332 (Cell Physiology), either 220 (Microbiology) or 342 (Plant Physiology). Total: 23 hours.

PHYSICS: 111-112-151-152 (General Physics and Laboratory), 215-216-261-262 (Electronic Instrumentation), 213 (Radiation Physics), 211 (Computer-Based Physics), 304 (Optics). Total: 24 hours.

OTHER: Chemistry 101-102-151-152 (Concepts and Laboratory); either Chemistry 201-251 (Organic) or Mathematics 101 (Calculus I). Total: 12 hours.

Substitutions in the above courses of study

INTRODUCTORY HONORS

may be made with the approval of both department chairmen in the areas of concentration. Such substitutions must not lessen the coherence of the course of study.

Mathematics-Physics

MATHEMATICS: 101 (Calculus I), 102 (Calculus II), 201 (Linear Algebra), and three hours at the 200 level or above. Total: 15 hours.

COMPUTER SCIENCE: 221 (Fortran Programming), 222 (Advanced Fortran Programming), and six hours at the 300 level or above. Total: 12 hours.

PHYSICS: 111-112-151-152 (General and Laboratory); 121 (Problems); 103-143 (Basic Digital Electronics and Laboratory); either 104-144 (Basic Linear and Laboratory) or 215-261 (Principles of Electronic Instrumentation and Laboratory); and eight hours at the 200 level or above. Total 25 hours.

Other Interscience Programs

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 202 and at least six semester hours in Mathematics at the 300 or 400 level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the three following distribution requirements: Either a) 42 hours in Mathematics and Biology combined; or b) 42 hours in Mathematics and Chemistry combined. The course of study must form a coherent program and must be approved by both department chairmen in the areas of concentration. The planned course of study shall be presented to the Dean of the Faculty at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairmen; such substitutions must not lessen the coherence of the course of study.

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

HONORS 101. (3)

Staff

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: fall semester.

HONORS 102. (3)

Staff

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: spring semester.

MATHEMATICS AND COMPUTER SCIENCE

Professors Gaskins, Mayo; Associate Professors Bryce,^F Koether, Pelland; Adjunct Associate Professor Webber; Lecturers Coben, Dauberman

Thirty-seven hours in mathematics are required for a major in mathematics: Mathematics 101, 102, 201, 202, 301, 303, and 5 electives at or above the 200 level. Two of the 5 electives may be computer science courses. With the approval of the department, 1 of the 5 may be a course in another department that makes extensive applications of mathematics.

Forty-one hours are required for a major in mathematics and computer science: Mathematics 101, 102, 201, 202, 210, and 303; Computer Science 221, 222, 321, 322, 421, 422; and one elective chosen from the following list: Mathematics 203, 304, 308, 309, 310. In addition, Mathematics 301 is strongly recommended, especially for students considering graduate work in computer science. Students interested in majoring in mathematics and computer science are advised to consult with the department no later than the end of their freshman year.

MATHEMATICS 100. (4) Staff
AN INTRODUCTION TO THE MATHEMATICAL SCIENCES. The elements of computing, elementary functions, and the fundamentals of algebra and arithmetic. Students will write programs in BASIC to illustrate fundamental principles and accordingly prepare themselves for other courses in mathematics and computer science. A student cannot receive credit for Mathematics 100 if he has passed any other college course in mathematics or computer science. Prerequisite: consent of the department. Offered: each semester.

MATHEMATICS 101. (4) Staff
CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

MATHEMATICS 102. (4) Staff
CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, plane curves, and polar coordinates. Prerequisite: Math 101 or the equivalent. Offered: each semester.

MATHEMATICS 103. (4) Staff
STATISTICS. Introduction to probability and statistics. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 104. (4) Staff
FINITE MATHEMATICS WITH CALCULUS. Matrix arithmetic, linear programming, mathematics of finance, and an introduction to differential calculus, with motivating examples and applications from business management. A student who has passed (or is currently enrolled in) Math 201 cannot receive credit for Math 104. Prerequisite: none. Offered: each semester.

MATHEMATICS 201. (4) Staff
LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformation, inner products, and eigenvalues, with some emphasis on algorithms and computing. Prerequisite: Math 102. Offered: fall semester.

MATHEMATICS 202. (4) Staff
CALCULUS III. Vector analysis on curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Math 201. Offered: spring semester.

MATHEMATICS 203. (4) Staff
STATISTICAL METHODS. Organizing, conducting and analyzing experiments with emphasis on data analysis using both parametric and non-parametric methods. Prerequisite: Math 103 or consent of instructor. Offered: spring semester of odd years.

MATHEMATICS 204. (4) Staff
OPTIMIZATION. A mathematical introduction to optimization. Linear programming, integer programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 201. Offered: on sufficient demand.

MATHEMATICS 205. (3) Staff
AN INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian mathematics, through Greek

mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 102 or consent of the instructor. Offered: on demand.

MATHEMATICS 207. (3) *Staff*
DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Math 201 or consent. Offered: on demand.

MATHEMATICS 210. (4) *Staff*
DISCRETE MATHEMATICS FOR COMPUTER SCIENCE. An introduction to the discrete mathematics most useful in computing and computer science. The following topics will be introduced: mathematical logic, combinatorics, algebraic structures, graph theory, theory of algorithms, automata, and formal languages. Various algorithms and computational methods will be used to illustrate the theory. Prerequisite: Math 201. Offered: spring semester.

MATHEMATICS 301-302. (3-3) *Staff*
ADVANCED CALCULUS. Further investigations of the calculus of one and several real variables. Continuity, uniform convergence, differentiation, integration, implicit function theorems, line and surface integrals, classical theorems of vector analysis. Prerequisite: Math 202. Offered: 301 in the fall semester; 302 on demand.

MATHEMATICS 303-304. (3-3) *Staff*
ALGEBRAIC STRUCTURES. Groups, rings, fields, linear algebra, and selected topics. Prerequisite: Math 201. Offered: 303 in the fall semester; 304 on demand.

MATHEMATICS 305. (3) *Staff*
GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Math 102. Offered: on sufficient demand.

MATHEMATICS 306. (3) *Staff*
TOPOLOGY. Elementary topological concepts. Prerequisite: Math 202. Offered: on

sufficient demand.

MATHEMATICS 307. (3) *Staff*
ELEMENTARY NUMBER THEORY. An introduction to the theory of numbers. Prerequisite: Math 102. Offered: on sufficient demand.

MATHEMATICS 308. (3) *Staff*
NUMERICAL ANALYSIS. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisite: Math 201. Offered: spring semester of even years.

MATHEMATICS 309. (3) *Staff*
APPLIED MATHEMATICS. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Math 201 and 301 or consent. Offered: spring semester of odd years.

MATHEMATICS 310. (3) *Staff*
PROBABILITY AND STATISTICS. Probability models, moment generating functions, limit theorems, and estimation. Prerequisite: Math 202. Offered: fall semester of odd years.

MATHEMATICS 311. (3) *Staff*
COMPLEX ANALYSIS. An introduction to the theory of complex functions. Prerequisite: Math 301. Offered: on sufficient demand.

MATHEMATICS 361. (3) *Staff*
AN INTRODUCTION TO THE FOUNDATIONS OF MATHEMATICS. Mathematical logic: the propositional and predicate calculi. First-order theories (elementary arithmetic, first-order set theory). Foundational problems and philosophies: logical and set-theoretic paradoxes and approaches to their resolutions. Goedel's incompleteness theorems. Prerequisites: Mathematics 301 and 303 or consent of instructor. Offered: on sufficient demand.

MATHEMATICS 401-402. (3-3) *Staff*
REAL ANALYSIS. Introduction to the theory of real functions, Lebesgue measure and integration, and related topics. Prerequisites: Math 301 and 302. Offered: on sufficient demand.

MATH 461 (3)

HONORS IN MATHEMATICS. A scholarly project conducted in close consultation with a supervising professor and ordinarily continuing in Mathematics 462. Prerequisite: consent of the instructor. Offered: on demand.

*Staff***MATH 462 (3)**

HONORS IN MATHEMATICS.

Continuation of 461. Prerequisite: Math 461 and consent of the instructor. Offered: on demand.

*Staff***COMPUTER SCIENCE 121. (3)**

AN INTRODUCTION TO COMPUTING. A project-based introduction to algorithms and useful software packages on both micros and mainframe. Students will write algorithms in a high-level language, and will complete a term report on a computing issue. A student cannot receive credit for Computer Science 121 if he has passed Computer Science 221 or its equivalent. Prerequisite: none. Offered: each semester.

*Staff***COMPUTER SCIENCE 221. (3)**

FORTRAN PROGRAMMING. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs in the FORTRAN language. Problem solving is emphasized. Prerequisite: none. Offered: each semester.

*Staff***COMPUTER SCIENCE 222. (3)**

ADVANCED FORTRAN

PROGRAMMING. A continuation of Computer Science 221 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. A student project is required. Prerequisite: Computer Science 221. Offered: spring semester.

*Staff***COMPUTER SCIENCE 231. (3)**

COBOL Structured programming in COBOL. Students will undertake one or more large group projects. Prerequisite: Computer Science 121 or 221. Offered: spring semester of odd years.

*Staff***COMPUTER SCIENCE 321. (3)***Gaskins*

INFORMATION STRUCTURES. A study of data structures including strings, lists, queues, and graphs. Efficiencies of information storage and retrieval are emphasized. Various methods for the sorting and searching of information from large files and databases are investigated. Prerequisite: Computer Science 222. Offered: fall semester of odd years.

COMPUTER SCIENCE 322. (3)*Gaskins*

ADVANCED INFORMATION

STRUCTURES AND PROGRAMMING

LANGUAGES. A continuation of Computer Science 321 with emphasis on the integration of different types of structures into a single information system design. Advanced programming structures available in languages such as ADA, APL, P1/1, and SNOBOL are investigated. A group project of major proportion in which teams of three or four students cooperate to prepare a complete design document ready to hand to a programmer is required. Prerequisite: Computer Science 321. Offered: spring semester of even years.

COMPUTER SCIENCE 323. (3)*Staff*

COMPUTABILITY, AUTOMATA, AND FORMALIZED LANGUAGES. Models of computation: capabilities and limitations. Turing machines, recursive functions, restricted PASCAL programs, lambda-definable functions, finite-state machines. Theory of grammars and formalized languages. The Chomsky hierarchy. Recursively solvable and unsolvable problems. Prerequisite: Computer Science 322 and Mathematics 303, or consent of instructor. Offered: on sufficient demand.

COMPUTER SCIENCE 421. (3)*Gaskins*

ASSEMBLY LANGUAGE PROGRAMMING. Programming applications which reflect the machine architecture of available computing systems are emphasized. Interfacing assembly and FORTRAN programs are discussed. Prerequisite: Computer Science 222. Offered: fall semester of even years.

COMPUTER SCIENCE 422. (3)*Gaskins*

SYSTEMS PROGRAMMING. A continuation of Computer Science 421 but

MODERN LANGUAGES

with emphasis on the design and construction of operating systems. Topics include batch processing, multiprogramming, multiprocessor, virtual and real-time systems. A term paper presenting an in-depth study of an operating system is required. Prerequisite: Computer Science 421. Offered: spring semester of odd years.

Professors Silveira,^F Farrell, Jagasich,^F Assistant Professor M. Wilson; Assistant Professor Kline; Lecturer S. Wilson

The requirements for a major in French, German, or Spanish are 18 hours in the language including 301 and a second course at the 300 level, four courses at the 400 level, and the completion of one of the following cultural or linguistic options: 1) Latin or Greek through the 102 level plus Descriptive Linguistics (Classical Studies 301) and English Etymology (Classical Studies 201); or 2) a second modern language (French, Spanish, or German) through the 202 level; or 3) six semester courses (not counted toward distribution requirements) in related cultural areas to include Fine Arts, History, Literature, Religion, or Philosophy. Also required are at least six hours credit from an approved host institution in a foreign country where the target language is spoken. For a concentration with some other discipline (e.g., Political Science), the student must complete in the language(s) concerned four semester courses at the 400 level.

LANGUAGE STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study but monitors closely the standards and administration of the programs to which it entrusts its students. At this writing the Department enjoys particularly close relations with the following institutions: The Institute of European studies, with programs in London, Madrid, Freiburg, and Paris; Schiller College, with program centers in London, Madrid, Heidelberg, and Paris; the Franco-American Study Center, located in Normandy; and the Forspro Summer in Madrid, of which Hampden-Sydney is local representative. These programs offer supervision, coordination, structure, and compatible cost. Long experience has shown that Hampden-Sydney students find the transition comfortable from classes on this campus to those of the host institution. Since candidates for the major must present evidence of foreign study, Garlick Honoraria are offered to recognize merit, and other financial aid is available in the event of need. Credit is granted at par with other Hampden-Sydney

programs, though courses overseas must be approved in advance by the Foreign Study Committee and be consonant with Hampden-Sydney curricular philosophy.

THE PROFICIENCY REQUIREMENT

The proficiency requirement at Hampden-Sydney College is deemed by this department met when a student has shown the structural competence and functional capability to approach unfamiliar material in the target language, such material to be mature, of significant dimension, and not adapted for student use. The student shall give evidence of his understanding by clear response and rudimentary analysis, in the target language, to interrogation, also in the target language. This and no other proof will be satisfactory. "Gist" reading and "gist" comprehension, as they do not lead to analysis, will not be adequate. Since all students are required to demonstrate proficiency in a foreign language, modern or classical, the following Modern Language Department classes are designated for that purpose: 201 and its sequel 202. Students may, of course, take these same courses for credit toward the distribution requirement in Humanities, but they must observe the prerequisites in each case.

MODERN LANGUAGE PLACEMENT POLICY

Proficiency may also be demonstrated by evidence of scores on nationally-recognized normative tests: 85 on the Princeton MB form; 650 on the SAT achievement test; 4 on the Advanced Placement examination.

Students without such documentation will be screened and placed tentatively in the appropriate section. Placement may be contested by petition to the Department of Modern Languages, and although all students are encouraged to enter the highest level possible, those unsure of their preparation may begin with 101 if they choose, but in any event, must take both 201 and 202 to satisfy the Hampden-Sydney language requirement.

Students engaged in preparing for or satisfying the proficiency requirement will have priority space in all 100- or 200-level classes. Students will not be allowed to offer courses from other institutions against the Hampden-Sydney proficiency requirement unless they are prepared to take and pass the Princeton MB battery with a score of 85.

FRENCH

FRENCH 101-102. (3-3) Staff
INTRODUCTION TO FRENCH. Grammar, reading, and drill in pronunciation. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

FRENCH 201-202. (3-3) Staff
INTERMEDIATE FRENCH. A balanced course with emphasis on reading. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Laboratory. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

FRENCH 301-302. (3-3) Farrell
MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present; a thematic presentation with complete, representative works read. Considerable reading. Prerequisite: French 201-202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester. Meets four times weekly.

FRENCH 307-308. (3-3) Farrell
MASTERPIECES OF FRENCH LITERATURE (in English). An introduction to world literature of French origin for elective credit in Humanities. Same structure and material as 301-302. Prerequisite: French 201-202 or approval of professor. Required for the major. Offered: when possible.

FRENCH 401. (3) Kline
FRENCH THEATER. Survey of French drama from medieval *trope* to *absurde*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: fall semester of even years.

FRENCH 402. (3) Farrell
ADVANCED FRENCH COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; emphasis on essay format and *explication de textes*. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: spring semester of odd years.

FRENCH 403. (3)

FRENCH POETRY. Survey of French poetical forms from Middle Ages to Symbolism; examination of the unique character of French verse. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: fall semester of odd years.

Farrell

FRENCH 404. (3)

FRENCH NOVEL Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early narrative forms through the *nouveau roman*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: spring semester of even years.

Kline

GERMAN**GERMAN 101-102. (3-3)**

INTRODUCTION TO GERMAN. A thorough familiarity with the language is developed by constant grammatical drill, composition, and translation. A reasonable amount of simple narrative prose is read. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

Staff

GERMAN 201-202. (3-3)

INTERMEDIATE GERMAN. A review of grammar will be covered. Oral practice based on readings from various types of material will be emphasized. Elements of composition taught. Students will be encouraged to perform a play as well as report on individual outside reading. Laboratory. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

Staff

GERMAN 301-302. (3-3)

SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with class reading of selected poetry, prose and drama of the 19th and 20th centuries. Term reports on extensive parallel reading. Prerequisite: German 201-202, or its equivalent. Offered: on sufficient demand.

Jagasich

GERMAN 307-308. (3-3)

SURVEY OF GERMAN LITERARY FORMS IN ENGLISH TRANSLATION. First semester will offer study of texts from the Teutonic epic to *Faust, Erster Teil*. Second semester will begin with Goethe's *Werther* and continue through Gunther Grass' *Katz und Maus* and the beginning of the Second World War. Emphasis on unique German literary expression. Extensive reading. Does not count toward major. Offered: when possible.

Farrell

GERMAN 401. (3)

GERMAN THEATER. Survey of German drama from medieval *Faschnachtsspiel* and *Volksspiel* to the *Absurde* through the *Burgersatire* and *Hörspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: fall semester of even years.

Jagasich

GERMAN 402. (3)

ADVANCED GERMAN COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; vocabulary acquisition and stylistics incorporated in the program. Linguistic approach. Conducted in major language. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: spring semester of odd years.

Jagasich

GERMAN 403. (3)

GERMAN POETRY. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Spruchdichtung*, *Ballade* and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metric variations. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: fall semester of odd years.

Jagasich

GERMAN 404. (3)

GERMAN NOVEL Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzählliteratur* through the *Roman zwischen Tradition und Wandel* and *Die Geschichtserzählung*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: spring semester of even years.

Jagasich

RUSSIAN

RUSSIAN 101-102. (3-3) *Jagasich*
INTRODUCTORY RUSSIAN. Basic writing and reading skills are taught. Grammatical concepts are explained and drilled through dictations, translations, and elementary conversation. A reasonable amount of narrative prose is read. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: on sufficient demand.

RUSSIAN 201-202. (3-3) *Jagasich*
INTERMEDIATE RUSSIAN. Advanced grammar to be taught while translating more difficult reading material coupled with advanced conversation. Vocabulary building and active participation are encouraged. Basic composition skills are taught. Songs and poetry used to introduce students to Russian culture and art. Prerequisite for 201: 101-102 or equivalent.

SPANISH

SPANISH 101-102. (4-4) *Staff*
INTRODUCTION TO SPANISH. The elements of grammar, composition, and pronunciation. Laboratory. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

SPANISH 201-202. (4-4) *Staff*
INTERMEDIATE SPANISH. Review of grammar, oral practice based on readings from Spanish and Spanish-American writers will be emphasized. Laboratory. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

SPANISH 301-302. (3-3) *M. Wilson*
MASTERPIECES OF SPANISH LITERATURE. A survey course offering an introduction to Peninsular (301) and Latin-American (302) literature. A thematic presentation with complete, representative works read. Lectures and reading in Spanish only; student performance both oral and written in Spanish only. Considerable reading. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 301 in the fall semester;

302 in the spring semester.

SPANISH 303-304. (3-3) *Silveira, M. Wilson*
SPANISH-SPEAKING WORLD. An introduction to the history and culture of Spain (303) and Spanish America (304). An intensive study, through visual, aural, literary, and journalistic sources, of the heritage of Spanish-speaking populations, beginning with the *Celtiberos* of primitive *Hispania* and leading up to the current democratic state that is modern Spain; beginning with pre-Columbian America and then the *conquistadores* and leading up to our own *chicano* community's expression of identity. Lectures and reading as well as student performance in Spanish only. Prerequisites: Spanish 201-202 or permission of instructor. Offered: on sufficient demand.

SPANISH 305-306. (3-3) *Silveira, M. Wilson*
ADVANCED CONVERSATION AND COMPOSITION. An intensive (four times weekly) course in the spoken idiom, with daily drills and laboratory work. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical (occasionally medical) language. A course of practical content designed to lead to study or to supplement career goals in the world. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 305 in the fall semester; 306 in the spring semester.

SPANISH 401. (3) *M. Wilson*
LATIN-AMERICAN PROSE. A seminar in the evolution of Latin-American narrative and expository forms, from Fernandez de Lizardi's *Periquillo Sarniento*, following the currents of fiction and non-fiction, including the non-poetical theater, to the modern *novela* of alienation and isolation. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: fall 1986.

SPANISH 402. (3) *M. Wilson*
LATIN-AMERICAN POETRY. A seminar in the evolution of verse forms in Latin-American literature, from the spontaneous and indigenous forms like the *popol vuh* to the freer parabolic poetry of the *modernistas*.

PHILOSOPHY

Lectures and texts, oral and written student performance in Spanish only. Considerable reading. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: spring, 1986.

SPANISH 403. (3) *Silveira*
PENINSULAR GENRES BEFORE THE XVIIITH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic *Jarchas*, and including the theater of Lope de Vega and the novel of the *pícaro*. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: fall, 1986.

SPANISH 404. (3) *M. Wilson*
PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Ilustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana María Matute. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: when possible.

SPANISH 407. (3) *Silveira*
THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: when possible.

SPANISH 408. (3) *Silveira*
THEATER OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderon, and their epigones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: when possible.

Associate Professor Iverson; Assistant Professor Nelson

The requirements for a major in Philosophy are Philosophy 201, 202, 301-302, 303, and an additional 15 hours in Philosophy courses. A joint program in Philosophy and another department should have the approval of the chairmen of both departments.

PHILOSOPHY 201. (3) *Iverson*
LOGIC. An introduction to the skills and practice of critical reasoning which includes argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 202. (3) *Nelson*
PROBLEMS OF PHILOSOPHY. An introduction to philosophical thinking and argument by consideration of some specific philosophical problems such as the existence of God, "the rationality of religious belief, the nature of moral reasoning," and the claims of ethical relativism. Prerequisite: none. Offered: each semester.

PHILOSOPHY 301-302. (3-3) *301: Iverson
302: Nelson*
HISTORY OF PHILOSOPHY. A study of the major thinkers of Western thought from the Greeks to the nineteenth century, with attention given to their cultural context. First semester: classical and medieval; Second semester: modern. Prerequisite: none; not open to freshmen. Offered: 301 in the fall semester; 302 in the spring semester.

PHILOSOPHY 303. (3) *Nelson*
CONTEMPORARY PHILOSOPHY: PRAGMATISM AND THE ANALYTIC TRADITION. A survey of the major 20th century American and British philosophers. Prerequisite: Philosophy 302.

PHILOSOPHY 304. (3) *Nelson*
ETHICS. An examination of the major challenges to normative ethical theory as well as the major approaches to normative ethical theory, including classical and contemporary sources. Prerequisite: none, but Philosophy 201 or 202 strongly recommended. Offered: fall semester.

PHYSICAL EDUCATION

PHILOSOPHY 306. (3) *Nelson*
SOCIAL PHILOSOPHY. An examination of the major theories of distributive justice, including the libertarian, liberal, and socialist conceptions. (Consideration of practical problems in light these alternative conceptions, if time permits.) Prerequisite: Philosophy 304 strongly recommended. Offered: spring semester.

PHILOSOPHY 307. (3) *Iverson*
PHILOSOPHY OF RELIGION. A study of the major issues and men in contemporary reflection on religion. Prerequisite: 3 hours of Philosophy or Religion courses. Offered: fall semester of odd years.

PHILOSOPHY 308. (3) *Iverson*
CONTEMPORARY PHILOSOPHY: EXISTENTIALISM AND PHENOMENOLOGY. A study of the major Continental philosophers. Prerequisite: 3 hours of Philosophy. Offered: spring semester of even years.

PHILOSOPHY 310. (3) *Staff*
ETHICS OF HEALTH CARE. This course will deal with certain normative ethical and social issues in health care. The course will involve the application of philosophical analysis and value theory to issues of public policy such as the allocation of medical resources and the nature of health care delivery systems and also to specific ethical issues such as human experimentation, behavior-control, abortion, and euthanasia. Prerequisite: 302 or 304. Not offered 1986-87.

PHILOSOPHY 312. (3) *Staff*
PHILOSOPHY OF SCIENCE. A consideration of the aims, methods, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation. Prerequisite: consent of the instructor. Offered: on sufficient demand.

PHILOSOPHY 380. (3) *Iverson*
MARX AND THE MARXIST TRADITION. A study of the development of the philosophical ideas of Marx and their continuation in the Marxist traditions. Prerequisite: 3 hours of Philosophy or Political Science. Offered: spring semester of even years.

No hours of credit in Physical Education are allowed toward the satisfaction of the 120 hours required for a degree.

PHYSICAL EDUCATION 301. (2) *Staff*
PREVENTION AND CARE OF ATHLETIC INJURIES. A general study of prevention, emergency care, treatment and rehabilitation of athletic injuries. Laboratory experience in taping, wrapping, and treatment. Scientific basis of conditioning, training, as well as psychogenic factors involved in athletics and sports medicine will be studied. Students will be required to gain 20 hours of practical laboratory experience either assisting the Head Trainer in the training room or at selected varsity practice sessions. Elective for sophomores, juniors, and seniors. Prerequisite: none. Offered: each semester.

PHYSICAL EDUCATION 302. (2) *Staff*
TECHNIQUES OF COACHING. A comprehensive study of principles, theory, methods, and techniques of coaching, officiating, and administering organized sports programs. Emphasis is given to basketball, baseball, football, golf, lacrosse, soccer, tennis, and wrestling. Attendance at selected varsity practice sessions and games is required. Elective for sophomores, juniors, and seniors. Prerequisite: none. Offered: each semester.

PHYSICS

Professors Beard^s, Joyner, Mayo; Associate Professor Kiess; Visiting Assistant Professor Aung; Lecturer Thomas

The requirements for a major in physics are a minimum of 33 hours in physics, including Physics 351, 352, and at least three additional courses in physics at the 200 or 300 level. Mathematics 101-102 and one semester of electronics are also required.

Students who desire a rigorous mathematical treatment of the fundamentals of physics and who plan graduate work in physics should take Physics 201, 202, 301, 302, 303, 304, 401, 402.

Students who plan to teach or to pursue careers in business or industry involving applications of physical principles should take 103, 104, 211, 213, 215, 261, 304.

Students who desire Electronics Engineering/Engineering Physics should take 103, 104, 111, 112, 121, 122, 202, 213, 215, 221, 261 and selected advanced courses.

Students who want a concentration in Electronics/Management Economics should consult the chairman of the Physics Department for requirements.

PHYSICS 103. (3)

Beard

BASIC DIGITAL ELECTRONICS. A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Corequisite: Physics 143. Offered: fall semester.

PHYSICS 104. (3)

Beard

BASIC LINEAR ELECTRONICS. A laboratory-based study of circuits employing transistors, other three-terminal devices, and integrated circuits. Prerequisite: none. Corequisite: Physics 144. Offered: on sufficient demand.

PHYSICS 105. (3)

Aung

MODERN ASTRONOMY. An examination of topics selected from modern astronomy. Most selections will deal with objects located outside the solar system. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 145. Offered: each semester.

PHYSICS 107. (3)

Beard

PHYSICS OF SOUND AND WAVE

MOTION. A laboratory-based study of sound and wave motion. Topics include the origin, transmission, and perception of pure tones, complex tones, and musical sound. Emphasis is placed on laboratory investigations employing the microcomputer, synthesizer, and other electronic instruments. Prerequisite: none. Corequisite: Physics 147. Offered: spring semester.

PHYSICS 108. (3)

Kiess

METEOROLOGY. An elementary introduction to meteorology, to include properties of the atmosphere and their effects on weather. Measurement of atmospheric properties, weather maps, and weather forecasting will be emphasized. Prerequisite: none. Corequisite: Physics 148. Offered: each semester.

PHYSICS 109. (3)

Joyner

MODERN WEAPONRY. A study of the basic physics of beam weapons, kinetic energy weapons, and nuclear weapons. Potential military applications will be outlined, and the economics of these weapons will be considered. Near-future developments will be assessed, and likely battle management scenarios addressed. Prerequisite: none. Corequisite: Physics 149. Offered: fall semester.

PHYSICS 110. (3)

Joyner

ENERGY AND POWER. A survey of present global energy sources and future possibilities, with qualitative economic analysis. The exploration of novel methods of generating power will be emphasized. Prerequisite: none. Corequisite: Physics 150. Offered: spring semester.

PHYSICS 111-112. (3-3)

Staff

GENERAL PHYSICS. A survey of classical and modern physics. This sequence is open to all qualified students, and it is recommended for those majoring in science and for those who plan to apply to medical school. (Those majoring in mathematics or natural science should note also the course description under Physics 121-122.) Prerequisite: mathematical facility at the level of successful completion of Mathematics 100. Corequisite: Physics 151-

152. Offered: 111 in the fall semester; 112 in the spring semester.

PHYSICS 121-122. (1-1) *Staff*
PROBLEMS IN GENERAL PHYSICS. A study of selected topics in general physics. Offered: 121 in the fall semester; 122 in the spring semester.

PHYSICS 132. (3) *Staff*
MEDICAL PHYSICS. This course provides an elementary introduction to the applications of physics to the diagnosis and treatment of disease. Current uses of x-rays, ultrasound, elementary particles and magnetic fields will be explored. Topics will include computed tomography, radiation therapy, nuclear medicine, Doppler ultrasound, and magnetic resonance. Prerequisite: Physics 111-112. Offered: on sufficient demand.

PHYSICS 143. (1) *Beard*
LABORATORY. Accompanies Physics 103. Prerequisite: none. Corequisite: Physics 103. Offered: fall semester.

PHYSICS 144. (1) *Beard*
LABORATORY. Accompanies Physics 104. Prerequisite: none. Corequisite: Physics 104. Offered: on demand.

PHYSICS 145. (1) *Thomas*
ASTRONOMY LABORATORY. Includes exercises requiring the identification of stars and constellations as well as the observation of astronomical objects with a telescope. Corequisite: Physics 105. Offered: each semester.

PHYSICS 147. (1) *Beard*
LABORATORY. Accompanies Physics 107. Prerequisite: none. Corequisite: Physics 107. Offered: spring semester.

PHYSICS 148. (1) *Kiess*
METEOROLOGY LABORATORY. Accompanies 108. Prerequisite: none. Corequisite: Physics 108. Offered: each semester.

PHYSICS 149. (1) *Joyner*
WEAPONS LABORATORY. Experiments will concentrate on kinetic energy projectiles, radiation properties, and laser beam

characteristics. Prerequisite: none. Corequisite: Physics 109. Offered: fall semester.

PHYSICS 150. (1) *Joyner*
LABORATORY. Accompanies Physics 110. Prerequisite: none. Corequisite: Physics 110. Offered: fall semester.

PHYSICS 151-152. (1-1) *Joyner, Beard*
GENERAL PHYSICS LABORATORY. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Prerequisite: none. Corequisite: Physics 111-112. Offered: 151 in the fall semester; 152 in the spring semester.

PHYSICS 201. (3) *Joyner*
MECHANICS. Particle dynamics is treated with particular emphasis on harmonic motion, motion in a central force field, and the two body problem. Prerequisite: Physics 111. Offered: fall semester.

PHYSICS 202. (3) *Joyner*
ELECTRICITY AND MAGNETISM. A study of electrostatics, electrodynamics, dielectrics, magnetism; concluding with Maxwell's equations. Prerequisites: Physics 112 and 201. Offered: spring semester.

PHYSICS 211. (4) *Staff*
COMPUTER-BASED PHYSICS. A quantitative study of the motion of several of the following: projectiles, satellites, waves, sound, and heat. Prerequisite: Mathematics 101 and 102, Physics 111, and a working knowledge of one programming language. Offered: on sufficient demand.

PHYSICS 213. (3) *Joyner*
RADIATION PHYSICS. A study of nuclear physics, radioactivity, tracer techniques, medical and biological effects of radiation, and radiation instrumentation. Two lectures and one morning lab. Prerequisite: Physics 112. Offered: on sufficient demand.

PHYSICS 215. (3) *Joyner*
PRINCIPLES OF ELECTRONIC INSTRUMENTATION. A study of the basic principles of operation of electronic instruments. Prerequisite: none. Corequisite: Physics 261. Offered: spring semester.

PHYSICS 221. (3)	Kiess	interfacing of electronic circuits. Prerequisite: Physics 103.
<i>ELECTRIC CIRCUITS.</i> A study of direct, alternating, and transient circuits. Linear algebra and calculus will be utilized to design and analyze various types of circuits.		
Prerequisite: Math 102. Offered: spring semester.		
PHYSICS 261. (1)	Joyner	
<i>BASIC ELECTRONICS LABORATORY.</i> Accompanies Physics 215. Prerequisite: none. Corequisite: Physics 215. Offered: spring semester.		
PHYSICS 301-302. (3-3)	Aung	
<i>MODERN PHYSICS.</i> The physical foundations of the quantum theory are studied. Schrödinger's equation is introduced and used to analyze elementary aspects of the atomic nucleus and the solid state.		
Prerequisites: Mathematics 201-202; Physics 201-202. Offered: 301 in the fall semester of odd years; 302 in the spring semester of even years.		
PHYSICS 303. (3)	Kiess	
<i>THERMODYNAMICS AND STATISTICAL PHYSICS.</i> An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics.		
Prerequisite: none. Offered: fall semester.		
PHYSICS 304. (3)	Kiess	
<i>WAVE PROPERTIES AND OPTICS.</i> Geometrical and physical optics. Prerequisite: none. Offered: spring semester.		
PHYSICS 351-352.	Staff	
<i>ADVANCED LABORATORY.</i> A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: none. Offered: 351 in the fall semester; 352 in the spring semester.		
PHYSICS 361-362. (4-4)	Beard	
<i>MICROCOMPUTER INTERFACING.</i> Topics studied include the acquisition, processing, and transmission of data associated with various laboratory experiments. The techniques used include both programming (primarily in assembly language), and the construction and		

POLITICAL SCIENCE

Professor Goldberg; Adjunct Professor S. V. Wilson; Associate Professor Marion; Assistant Professor Barrus; Visiting Assistant Professor Pontuso

The requirements for a major in Political Science are a minimum of thirty semester hours in Political Science, eighteen to include Political Science 101, 200, 205, 410, 430, and either 310, 311, or 312. Students majoring in political science are encouraged to take at least six hours of American or European history as well as course work in economics and philosophy.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

POLITICAL SCIENCE 101. (3) *Goldberg, Marion*

INTRODUCTION TO AMERICAN GOVERNMENT. A review of the theory, institutions and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICAL SCIENCE 102. (3) *Marion*
PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of the American republic. Among the central topics to be considered are the principles of freedom and equality, federalism, ethics and American politics, representation, and the effects of the commercial spirit on the republic. Prerequisite: none. Offered: spring semester.

POLITICAL SCIENCE 200. (3) *Barrus*
INTRODUCTION TO COMPARATIVE GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient polis and modern liberal democratic and totalitarian regimes. The

intention is to contrast ancient and modern political principles and forms, and show the range of alternatives available in modernity. The underlying focus is on modern liberalism: its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: Political Science 101 or permission of the instructor. Offered: spring semester.

POLITICAL SCIENCE 205-206. (3-3) *Staff*
INTERNATIONAL RELATIONS. A consideration of the relations among sovereign political communities. In the first semester, the perennial issues of war and peace, along with the objectives, strategies, and instruments of foreign policy are examined. In the second semester, the foreign policies of contemporary major powers are analyzed and compared. Particular attention is given to the United States and the Soviet Union. Prerequisite for 205: none; for 206: Political Science 205 or permission of the instructor. Offered: 205 in the fall semester; 206 in the spring semester.

POLITICAL SCIENCE 310. (3) *Goldberg*
EARLY MODERN POLITICAL PHILOSOPHY. An examination of Machiavelli, Hobbes, Locke, and Rousseau. The emphasis is on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: spring semester of even years.

POLITICAL SCIENCE 311. (3) *Goldberg*
MODERN POLITICAL PHILOSOPHY. An examination of political philosophy in the modern period. Emphasis is placed on Burke, Hegel, Mill, Marx, and Nietzsche. The emphasis is on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: fall semester of even years.

POLITICAL SCIENCE 312. (3) *Goldberg*
AMERICAN POLITICAL THOUGHT. A survey of American political ideas and theories from the 17th century to the present, with special emphasis given to the Founding Period. Attention will be given to the writings of such thinkers as Thomas Jefferson, the Federalists, John Marshall, John C. Calhoun, Abraham Lincoln, Frederick Douglass, Oliver

Wendell Holmes, Jr., Franklin Delano Roosevelt, and Felix Frankfurter. Prerequisite: none. Offered: spring semester of odd years.

POLITICAL SCIENCE 320. (3) Barrus
GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention will focus on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester of odd years.

POLITICAL SCIENCE 321. (3) Barrus
MARXIST GOVERNMENT AND POLITICS. An examination of the regimes which have developed from Marxist-Leninist thought. Attention will focus on the political institutions, political processes, and economic arrangements of the Soviet Union, the People's Republic of China, and other Marxist regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: spring semester of even years.

POLITICAL SCIENCE 322. (3) Barrus
POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary modernizing regimes, the United States, the Soviet Union, Japan, and the People's Republic of China. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester of even years.

POLITICAL SCIENCE 330. (3) Marion
INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics that will be examined include the history of American public administration; the role of administrative officials in the formulation and execution of public policy; accountability and responsibility in the public sector; the politics of public budgeting; and administrative discretion and the rule of law. Prerequisite: Political Science

101. Offered: fall semester.

POLITICAL SCIENCE 331. (3) Marion
PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention will be given to the presuppositions underlying public policy formulation as well as the relationship of public policy to the fundamental principles of the regime. Various contemporary issues confronting the government will be used to illustrate how policy issues are framed, evaluated, and implemented. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 332. (3) Goldberg
THE PRESIDENCY. An examination of one of the most powerful offices in the world. Attention will be given to the creation of the American presidency; its historical development; its relations with the legislature and judiciary; and an evaluation of its compatibility with democracy. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 333. (3) Goldberg
THE AMERICAN LEGISLATURE. An examination of the American Congress. Attention will be given to the principles which informed its creation, such as representation and bicameralism, to the legislature's relations with the other two branches of government, and to the contemporary workings of both houses of Congress. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 340. (3) Barrus
AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign policy in the United States. Topics to be examined include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy making, the decision making process, and the role of interest groups and public opinion. Prerequisite: Political Science 101 or 205; or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 410. (3) Goldberg
CLASSICAL POLITICAL PHILOSOPHY. This course is an examination of Plato and

PSYCHOLOGY

Aristotle and of the classical tradition of political philosophy up to the Middle Ages. The emphasis is on close reading and critical interpretation of selected texts. Prerequisite: none. Offered: fall semester of odd years.

POLITICAL SCIENCE 430-431. (3-3)

Marion

AMERICAN CONSTITUTIONAL LAW.

This course examines the meaning of the American Constitution and its development through judicial interpretation. The first semester considers the nature of the judicial process, the constitutional powers of the separate departments, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: Political Science 101. Offered: 430 in the fall semester; 431 in the spring semester.

POLITICAL SCIENCE 440. (3) *Barrus*

INTERNATIONAL LAW AND

ORGANIZATION. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: Political Science 205 or permission of the instructor. Offered: spring semester of odd years.

POLITICAL SCIENCE 441. (3) *Barrus*

SEMINAR IN INTERNATIONAL

RELATIONS. An intense examination of critical problems in international relations. Students will engage in a research project. Prerequisite: Political Science 205 or permission of the instructor. Offered: on sufficient demand.

POLITICAL SCIENCE 442. (3) *S.V. Wilson*

ISSUES OF AMERICAN NATIONAL SECURITY. A selective analysis of foreign policy and national security problems and threats facing the United States during the closing years of the 20th century. Special attention will be given to a review of the formulation of American foreign policy and its implementation. Consideration will also be given to responses to American foreign policy by other nation states. Offered: spring semester.

Professors Ortner, Simes; Associate Professor DeWolfe; Assistant Professors Harrell, Herdegen

A total of thirteen courses in Psychology is required for a major. These courses must include Introduction, Quantitative Methods, Experimental I, Experimental II, Physiological Psychology, and History and Systems.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

PSYCHOLOGY 201. (3) *Harrell, Herdegen*

INTRODUCTION TO PSYCHOLOGY.

This survey course is designed to introduce the student to the field of psychology and its subdisciplines (e.g., physiological, experimental, clinical, social). There will be an examination of important concepts, topics, and issues in the different areas of psychology, key findings from the scientific examination of behavior, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. No prerequisites. Offered: each semester.

PSYCHOLOGY 203. (3) *Ortner*

QUANTITATIVE METHODS. An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including nonparametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized.

Prerequisite: Psychology 201 or Sociology 201. Offered: each semester.

PSYCHOLOGY 301. (3) *Herdegen*

EXPERIMENTAL PSYCHOLOGY I (Introduction to Experimental Psychology). An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include: design and planning of experiments; control of variables in research; behavioral measurement; subject selection; implementation of experiments;

data analysis and evaluation; presentation of research results; ethical issues in psychological research. In addition, the principles and skills acquired in class will be applied in laboratory exercises and experiments. Prerequisites: Psychology 201, 203. Offered: fall semester.

PSYCHOLOGY 302. (3) Herdegen
EXPERIMENTAL PSYCHOLOGY II (Advanced Experimental Psychology). This course is the logical successor to Psychology 301 and will involve the consideration of more complex experimental research designs, measurement techniques, and data analysis procedures. An important component of this course is the design and implementation of individual and/or group research projects. Prerequisites: Psychology 201, 203, 301. Offered: spring semester.

PSYCHOLOGY 303. (3) DeWolfe
PSYCHOLOGICAL ASSESSMENT. An overview of the technical problems involved in the construction and evaluation of measuring instruments, and a detailed examination of the more significant tests of ability and personality. Prerequisites: Psychology 201 and 203. Offered: spring semester.

PSYCHOLOGY 304. (3) DeWolfe
PSYCHOLOGY OF PERSONALITY. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, and learning approaches will be compared and evaluated. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 305. (3) Herdegen
MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics addressed include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 306. (3) DeWolfe
SOCIAL PSYCHOLOGY. The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment.

Prerequisite: Psychology 201 or Sociology 201.
Offered: spring semester.

PSYCHOLOGY 307. (3) Harrell
BEHAVIORAL EFFECTS OF DRUGS. Presentation of the procedures for developing and classifying drugs, rationales for drug taking behavior, explanation of the concepts of drug misuse, drug abuse, drug addiction, and current understandings of how drugs exert their effects. Prerequisite: Psychology 201. Recommended: Biology 101-102 or Psychology 308. Offered: on sufficient demand.

PSYCHOLOGY 308. (3) Harrell
PHYSIOLOGICAL PSYCHOLOGY. A study relating behavior to its neuroanatomical foundations. The course involves a study of the basic structure and function of the nervous system combined with the relation of the regulation of specific behaviors to certain portions of the nervous system. Prerequisite: Psychology 201. Corequisite: Psychology 358. Recommended: Biology 101-102. Offered: on sufficient demand.

PSYCHOLOGY 309. (3) Ortner
ABNORMAL PSYCHOLOGY. Description of abnormal behavior. Prerequisite: Psychology 201 and written consent of instructor. Offered: fall semester.

PSYCHOLOGY 310. (3) Simes
INDUSTRIAL PSYCHOLOGY. Application of psychological principles to problems in business and industry; personnel selection. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 311. (3) Harrell
MANAGERIAL PSYCHOLOGY. Concepts of human behavior that are relevant to managerial problems; organizational theory. Prerequisite: Psychology 201, and 310 or consent of instructor. Offered: spring semester.

PSYCHOLOGY 312. (3) Herdegen
LEARNING. The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequi-

site: Psychology 201. Offered: spring semester.

PSYCHOLOGY 313. (3) *Harrell*
SENSATION. Major and minor sensory systems. Each sense is considered in terms of its physical stimulus, receptor system, neural structure, and psychophysical data. Basic psychophysical methods are also studied. Prerequisite: Psychology 201. Recommended: Psychology 308. Offered: fall semester.

PSYCHOLOGY 314. (3) DeWolfe
DEVELOPMENTAL PSYCHOLOGY. Normal development of the human individual beginning with the prenatal period with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age will be described in less detail. Prerequisite: Psychology 201.
Offered: fall semester.

PSYCHOLOGY 358. (1) *Harrell*
LABORATORY IN PHYSIOLOGICAL
PSYCHOLOGY. Laboratory exercises associated with Psychology 308. Prerequisite: Psychology 201. Corequisite: Psychology 308. Recommended: Biology 101-102.

PSYCHOLOGY 403. (3) *DeWolfe*
HISTORY AND SYSTEMS OF PSYCHOLOGY. An exploration of the history of psychology from its philosophical antecedents through the major schools of structuralism, functionalism, Behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists will be discussed. Prerequisite: Psychology 201 and five courses at the 300 level. Psychology 304 and 312 are especially recommended.
Offered: fall semester.

PSYCHOLOGY 405. (3) *Ortner*
INTRODUCTION TO COUNSELING. A survey of the major theories of counseling and psychotherapy; practice in counseling according to one method. Prerequisites: Psychology 201, 309, and consent of instructor. Offered: spring of even years.

PSYCHOLOGY 409. (3) DeWolfe
INTRODUCTION TO CLINICAL PSYCHOLOGY. A study of clinical methods, treatment approaches, and problems; the cli-

nician and research. Prerequisite: Psychology 201, 309. Offered: spring semester of even years.

PSYCHOLOGY 410. (3) Staff
PRACTICUM IN PSYCHOLOGY. Students spend one day a week or two half-days working in a state hospital or similar agency under supervision. Prerequisite: status as a senior majoring in Psychology. Offered: as staff time permits.

SOCIOLOGY 201. (3) *Ortner*
INTRODUCTORY SOCIOLOGY. Methods
and objectives of sociological research,
varying patterns of social organization, the
study of society and culture, and
introduction to sociological theory.
Prerequisite: none. Offered: each semester.

SOCIOLOGY 305. (3) *SOCIOLOGY OF RELIGION.* A study of the relationship between religion and society. The basic principles will be illustrated by religion in traditional (*i.e.*, primitive) societies, by early Palestinian Christianity, by the Amish, the Oneida Community, the Father Divine Movement, the Shakers, Mormons, and Hutterites, and by Protestant, Catholic, and Jewish religious groups in modern America. The sociological perspective, *viz.* that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality

RELIGION

will predominate. Prerequisite: Sociology 201 or consent of instructor. Offered: fall semester, on sufficient demand.

Professors Norment, Rogers; Associate Professor Carney; Visiting Assistant Professor Hall

The requirements for a major in Religion are 30 hours in Religion courses, including at least three courses in Biblical studies, one course in non-Christian religious tradition, and one course in Christian theology or ethics. At least one course must be at the 400 level. Six hours in Philosophy courses are also recommended for Religion majors; Philosophy 307 and Sociology 305 may be counted toward the required hours for the major.

The requirements for a concentration in Philosophy and Religion are 18 hours in each department, specific courses to be chosen in consultation with the departments.

RELIGION 201. (3) *Staff*
INTRODUCTION TO THE OLD TESTAMENT (THE HEBREW SCRIPTURES). An introduction survey of Israelite origins and of the history and literature of the people of ancient Israel. Prerequisite: none. Offered: fall semester.

RELIGION 202. (3) *Staff*
INTRODUCTION TO THE NEW TESTAMENT (THE CHRISTIAN SCRIPTURES). An introductory survey of Christian origins and of the history and literature of the early Christian community. Prerequisite: none. Offered: spring semester.

RELIGION 205. (3) *Carney*
INTRODUCTION TO WORLD RELIGIONS. An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions as well as indicate the common questions that the various traditions address. The course will begin with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American traditions will be examined. Prerequisite: none. Offered: each semester.

RELIGION 285-286. (3-3)	Rogers	RELIGION 306. (3)	Carney
<i>TUTORIAL IN BIBLICAL HEBREW.</i> Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.		<i>RELIGIONS OF EAST ASIA.</i> A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none. Offered: fall semester of even years.	
RELIGION 301. (3)	Rogers	RELIGION 307. (3)	Norment
<i>THE NATURE OF RELIGIOUS EXPERIENCE.</i> In every age men and women have sought to understand the mystery of birth, the origin of good and evil, the uncertainty of suffering and death. This course is designed to investigate a variety of religious beliefs and customs to determine how peoples of every age have perceived reality at the deepest levels of their existence. In the process, a variety of critical methodologies will be utilized. Prerequisite: none, but a 200-level Religion course or Western Man 101-102 is recommended. Offered: fall semester of even years.		<i>RELIGION IN AMERICA.</i> A study of the role of religion in the development of American culture, with particular attention to distinctive Christian groups and to significant trends in American Christian thought. Prerequisite: none. Offered: spring semester.	
RELIGION 303. (3)	Rogers	RELIGION 308. (3)	Staff
<i>JUDAISM.</i> Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none. Offered: spring semester of even years.		<i>CONTEMPORARY CHRISTIAN THEOLOGY.</i> An introduction to the study of theology, with particular attention to important recent developments and the writings of major 20th century European and American theologians. Prerequisite: Religion 202, Western Man 101-102, or permission of the instructor. Offered: intermittently, spring semester.	
RELIGION 304. (3)	Carney	RELIGION 309. (3)	Norment
<i>ISLAM.</i> A study of the major elements of religious life and practice in the Islamic tradition: Allah, <i>Qur'an</i> , Prophet, worship, law, theology, mysticism. Special attention will be paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none. Offered: spring semester of odd years.		<i>CHRISTIAN ETHICS.</i> A study of significant traditional and contemporary emphases in Christian ethical theory, and the application of Christian ethical analysis to selected moral and social issues. Prerequisite: none, but Religion 202 is recommended. Offered: fall semester.	
RELIGION 305. (3)	Carney	RELIGION 310. (3)	Rogers
<i>RELIGIONS OF INDIA.</i> A study of the religions of India and the historical and cultural context in which they developed. Special attention will be paid to Vedism, Brahmanism, Jainism, Buddhism, and Hinduism. Prerequisite: none. Offered: fall semester of odd years.		<i>THE HEBREW PROPHETS.</i> An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: Religion 201, Western Man 101, or permission of the instructor. Offered: spring semester of odd years.	
RELIGION 312. (3)	Hall		
		<i>THEOLOGY OF PAUL.</i> A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration will be given to the interpreters of Paul—his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold	

Niebuhr. Prerequisite: Religion 202, Western Man 102, or permission of the instructor. Offered: fall semester of even years.

RELIGION 313. (3) *Hall*
THE SYNOPTIC TRADITION. An evaluation of the person and work of Jesus as portrayed in Matthew, Mark, and Luke, with particular attention to the work of contemporary theologians with respect to the "historical Jesus." Prerequisite: Religion 202, Western Man 102, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 314. (3) *Hall*
THE JOHANNINE TRADITION. A study of the New Testament documents commonly associated with this tradition: the Gospel of John (the "Fourth Gospel"), the Letters of John, the Revelation (Apocalypse) of John. Principal attention will be given to the Gospel—its formation, its relation to the Synoptic Gospels, its distinctive theological emphases. Prerequisite: Religion 202, Western Man 102, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 407. (3) *Norment*
RELIGION AND DEATH. A study of the perception and management of death in various religious traditions, with particular reference to New Testament conceptions and the perspectives of contemporary theologians; consideration of certain ethical issues associated with death and dying. Prerequisite: none, but either Religion 201, 202, or 205, or any Religion course from 301 to 314, is recommended. Offered: intermittently, either semester, or spring short term.

RELIGION 408. (3) *Rogers*
THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis will be on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes considered vary. Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

RELIGION 475. (3) *Staff*
SEMINAR IN CONTEMPORARY THEOLOGICAL ISSUES. Intensive study of selected issues in the fields of contemporary and/or Biblical theology. Limited enrollment. Open to juniors and seniors (sophomores by permission of the instructor). Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

RHETORIC

Professors Farrell, Kidd, Martin, Porterfield, Simpson Tucker; Associate Professors Arieti, Bagby, Brinkley, Saunders; Assistant Professors Schiffer, J. M. Wilson; Visiting Assistant Professors Deis, Frye; Lecturers Hingeley, Rboards, Sowers, Cabas

RHETORIC 100. (3) *Staff*
INTRODUCTION TO GRAMMAR AND COMPOSITION. A course emphasizing basic sentence grammar—parts of speech, sentence types, sentence combining, and major errors in sentence construction—and the basic elements of composition—thesis development, paragraphing, and selection and organization of evidence. Students will also develop vocabulary and reading skills. A student who has already passed Rhetoric 101 or 102 cannot receive credit for Rhetoric 100. Prerequisite: consent of the Directors of the Rhetoric Program.

RHETORIC 101-102. (3-3) *Staff*
PRINCIPLES AND PRACTICE OF GOOD WRITING. In this course students will learn and practice the skills they need to write well. The course will emphasize reading, clear thinking, composing, revising, and editing and in the process prepare students for other courses that demand careful reading, thinking, and writing. The course will also provide a foundation of skills necessary to pass the Writing Proficiency Exam. Prerequisites: for Rhetoric 101, none (except for students placed in Rhetoric 100, who must pass that course before enrolling in Rhetoric 101); for Rhetoric 102, Rhetoric 101 or consent of the Directors.

WESTERN MAN

Professor Rogers; Associate Professors Arieti, Brinkley, Carney, Iverson; Visiting Assistant Professor Hall

The Western Man program consists of courses which bridge traditional departmental divisions and which deal with issues and with areas of knowledge of general human concern. The staff is composed of members of various Humanities and Social Sciences departments.

WESTERN MAN 101-102. (3-3) *Staff*
Western Man 101-102 is an introductory humanities course in which major thinkers and issues of the Western cultural heritage are studied. It deals with the civilization of ancient Greece and Rome, the Biblical tradition, the European Middle Ages, and the age of the Renaissance and the Protestant Reformation. Attention is given to history, philosophy, religion, literature, the arts, and political and economic thought. Classwork consists of lecture sessions, in which all participants meet together, and discussion sections, for which small groups meet with faculty leaders. (History 101-102 is a natural sequel to this course.) Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

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Matters of Record

DEGREES AND OTHER HONORS

Commencement May 11, 1986

HONORARY DEGREES

DOCTOR OF DIVINITY

The Reverend Charles Steven Teague

DOCTOR OF HUMANE LETTERS

Malcolm Stevenson Forbes

DOCTOR OF LETTERS

William Howard Armstrong '36

BACHELOR OF ARTS

Michael John Adams	Buchanan, Virginia
Joseph Clark Addington III	Virginia Beach, Virginia
Russell Curgless Akers	Christiansburg, Virginia
William Penn Anthony, Jr.	Collinsville, Virginia
Steven Brad Arington <i>summa cum laude</i> ,	Glade Spring, Virginia
	<i>Honors in Classics</i>
Charles James Arrington III	Courtland, Virginia
Timothy Edwards Ashman	Virginia Beach, Virginia
William Lancaster Ball III	Richmond, Virginia
Spencer Jefferson Barksdale	Petersburg, Virginia
Peter Anthony Batten	Newport News, Virginia
Franklin William Blankemeyer	<i>cum laude</i>
Stephen Robert Bogusky, Jr.	Roanoke, Virginia
	Baldwin, Maryland

Christopher Bernard Brown	Lynchburg, Virginia
Bruce Darren Burns <i>cum laude</i>	Severna Park, Maryland
Brett Bowen Chappell	Roper, North Carolina
Harrison Leonardo Clark	Danville, Virginia
Roderick Alan Coates	Lovington, Virginia
James Elisha Collie	Danville, Virginia
John Charles Collie	Keeling, Virginia
Stephen Michael Coyle	Virginia Beach, Virginia
Brian Francis Crotty	Dayton, Ohio
Firmadge Whitworth Crutchfield	Annandale, Virginia
Clifford Andrew Curlee	Richmond, Virginia
James William Curry	Richmond, Virginia
Carl Edwin Dalton	Virginia Beach, Virginia
Graham Crawford Daniels	Chester, Virginia
Sean Moore Driscoll	Hastings-on-Hudson, New York
Warren Paul Dumford	Buena Vista, Virginia
Marshall Orr Farmer	Anderson, South Carolina
Richard William Ferris	Fairfax, Virginia
Charles Anthony Fincher	Rapidan, Virginia
John Ditman Flory	Harrisonburg, Virginia
Thomas Michael Foster	Granville Summit, Pennsylvania
John Richard Frazier, Jr. <i>cum laude</i>	Roanoke, Virginia
Edward Watts Gamble IV	Richmond, Virginia
Salvatore Giannetti III	Wayne, New Jersey
Bret Shaun Grieves	Virginia Beach, Virginia
Andrew Edward Gross	Lynchburg, Virginia
John Arch Gurkin III	Norfolk, Virginia
Alaric Paul Gust	Columbia, Virginia
John Haywood Hardin	Raleigh, North Carolina
John Prosser Harrison III	Newport News, Virginia
William Timothy Hayes, Jr.	Germantown, Tennessee
Mark Lang Heilshorn	Litchfield, Connecticut
William Cameron Henry	Augusta, Georgia
Forrest Stephen Higginbotham	Fairfax, Virginia
Mark Nathan Hinckley <i>magna cum laude</i>	Ellicott City, Maryland
David Whitehead Hobbs	Pittsburgh, Pennsylvania
William Coghlan Holmes	Mobile, Alabama
Irvin Goode Horner Jr.	Moseley, Virginia
Ross Arthur Hotchkiss III	Richmond, Virginia
William Leggette Hughes	Durham, North Carolina
Joseph Nicholas Jackson	Phoenix, Maryland
Diana Eva Jagasich	Hampden-Sydney, Virginia
Thomas Wyndham Jamison, Jr.	Roanoke, Virginia
Maurice Antonia Jones	Kenbridge, Virginia
Timothy Kyle Jordan	Fairfax Station, Virginia
William Gale Karslake	Hickory, North Carolina
William Wallace Keenan III	Norfolk, Virginia
Matthew Paul Kenneally	Houston, Texas
Joseph Scott Kern	Hopewell, Virginia
Gary Loren Kessler	Richmond, Virginia
Charles Ernest Kimbrough	Pine Mountain, Georgia
Douglas Moore King	Nashville, Tennessee
Darryl Ray Knight	Rapid City, South Dakota
Richard Everett Kurtz	Berwyn, Pennsylvania

Hal Vernon Lackey III	Collinsville, Virginia
Samuel Gilliland Layton III	Charlotte, North Carolina
John Larry Lee	Norfolk, Virginia
Robert Edward Lee V	McLean, Virginia
Robert Bryant Lendrim	Williamsburg, Virginia
George Allen Light	Herndon, Virginia
Robert James Lukacevic	Richmond, Virginia
James Lawrence Mansfield Jr.	Virginia Beach, Virginia
Ashley Bridges Marable	Virginia Beach, Virginia
Donn Erik Marshall	Morgantown, West Virginia
Armistead Burwell Mauck	Richmond, Virginia
Timothy Edward McCanna	Lynchburg, Virginia
Charles Leon McCullough	Gettysburg, Pennsylvania
Christopher Todd McGee	Richmond, Virginia
John Robert McGhee, Jr. <i>cum laude</i>	Bluefield, West Virginia
Edward Wayne McKinney	Fair Haven, New Jersey
Edward Thomas McMullen	Belle Terre, New York
Charles Wilson McNeely	Charlottesville, Virginia
Charles Frederick Miller	Wyndoor, Pennsylvania
Daniel Patrick Miller	Alexandria, Virginia
Kevin Ray Mitchell	Lynchburg, Virginia
Samuel James Tilden Moore III	Richmond, Virginia
David Anthony Mugford	Manakin-Sabot, Virginia
John William Mulligan	Hong Kong
Christopher Michael Nicklo	Bradenton, Florida
George William Nolley	Lynchburg, Virginia
Erik John Olfson	Annapolis, Maryland
Donald Joseph Otey Jr.	Grand Prairie, Texas
George Linwood Parsons III	Norfolk, Virginia
Joseph James Pierce	Midlothian, Virginia
Robert Mason Pilcher III	Richmond, Virginia
Christopher Conley Poe	Virginia Beach, Virginia
Frank Bradley Pyott	Tazewell, Virginia
David Karl Rader	Troutville, Virginia
George David Rath	Lynchburg, Virginia
John Robert Rice	Winchester, Virginia
Benjamin Edwin Robinson	Jacksonville, North Carolina
John William Robinson III	Jackson, Mississippi
Craig Norwood Schelle	Towson, Maryland
Edmond Lee Skeens	Chester, Virginia
Thomas Stark IV	Amelia, Virginia
David Paul Steinke	Roanoke, Virginia
William Harris Tavener	Richmond, Virginia
Jeffrey Brent Taylor	Fairfax, Virginia
Daniel Alan Terry	Matthews North Carolina
Philip Ryan Trapani	Norfolk, Virginia
Edward Elling Tronnes	Winston-Salem, North Carolina
Raleigh Andrews Trovillion	St. Louis, Missouri
Litz Harman VanDyke	Tazewell, Virginia
Samuel Kneeland Wallace, Jr. <i>cum laude</i>	Williamsburg, Virginia
Harvey Lee Warnick, Jr.	Woodbridge, Virginia
George Randolph Webb, Jr.	Newport News, Virginia
Courtney Stanley West	Altavista, Virginia
James Jeffrey Wilkerson, Jr.	Boones Mill, Virginia

Ros Richardson Willis	Virginia Beach, Virginia
Philip Pendleton Wilson	Danville, Virginia
Davis Stodel Wrinkle	Richmond, Virginia
William James Young . <i>magna cum laude</i> .	Northumberland, Pennsylvania
	<i>Honors in History,</i>
	<i>Honors in Political Science</i>
William Taylor Ziglar	Hampton, Virginia

BACHELOR OF SCIENCE

Patrick Kevin Anonick, <i>summa cum laude</i>	Midlothian, Virginia
	<i>Honors in Chemistry</i>
K. Drew Baker, <i>magna cum laude</i>	Vienna, Virginia
Louis Bevier Basten III	Lynchburg, Virginia
Joseph Marshall Beahm	Broadway, Virginia
George Franklin Becknell III	Forest City, North Carolina
William Rhea Bettendorf	Germantown, Tennessee
William Walker Brazil	Quitman, Georgia
Lawrence Bruce Caplin	Philadelphia, Pennsylvania
Tony Christopher Carnes	Ashland, Virginia
James Alexander Carpenter	Baltimore, Maryland
John Robert Caruso, <i>magna cum laude</i>	Waterbury, Connecticut
James Richard Daniel	Hopewell, Virginia
Randy Scott Davis	Rocky Mount, Virginia
John Mark Andrew Donelson	Danville, Virginia
Douglas Charles Duckworth	Chase City, Virginia
Chester Wilson Mayo	Hampden-Sydney, Virginia
David Langston Miller	Yorktown, Virginia
Gregory Houston Miller	Kingsport, Tennessee
Mark Lawrence Moran	Anderson, South Carolina
Earl Winston Morris, Jr.	Danville, Virginia
Jeffrey Payne Neal	Bedford, Virginia
Elmer John Peters	Colonial Heights, Virginia
William Sterling Dosher Read	Charleston, South Carolina
Steven Michael Sharp, <i>cum laude</i>	Galax, Virginia
Michael Edward Shelton, <i>cum laude</i>	Danville, Virginia
Stephen Geoffrey Siewick	Great Falls, Virginia
James Grover Slunt, Jr.	Baltimore, Maryland
Michael Edward States	Chesapeake, Virginia
Stephen Carter Thompson	Chatham, Virginia
Christopher Glenn Thorp	Waynesboro, Virginia
Edward Scott Utyro, <i>cum laude</i>	Binghamton, New York

TROPHIES AND AWARDS PRESENTED AT GRADUATION

THE GAMMON CUP

Given annually in memory of Dr. Edgar G. Gammon, pastor of College Church 1917-1923 and President of the College 1939-1955, to the member of the graduating class who has best served the College. Character, scholarship, and athletic ability are considered.

1986 Recipient: Steven Michael Sharp '86

THE ALGERNON SYDNEY SULLIVAN MEDALLIONS

Given annually in honor of its first president, Algernon Sydney Sullivan, by the New York Southern Society. One recipient of this award is a member of the graduating class who has distinguished himself for excellence of character and generous service to his fellows. The other recipients are usually chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

1986 Recipients: Bret Shaun Grieves '86

William Hamilton Bryson '63
Dr. Anne Casteen Lund

THE ANNA CARRINGTON HARRISON AWARD

Given annually, in memory of his mother, through the generosity of Mr. Fred N. Harrison of Richmond, Virginia, to the junior or senior who has shown the most constructive leadership during the school year.

1986 Recipient: Maurice Antonia Jones '86

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

Given by the Eta of Virginia Chapter in recognition of intellectual excellence. The award is made possible by the generosity of the alumnus, Class of 1943, whose name it bears.

1986 Recipients: Patrick Kevin Anonick '86
Steven Brad Arington '86

THE CABELL AWARD

Given to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell award was created by the Robert G. Cabell III and Maude Morgan Cabell

Foundation to assist the College in attracting and keeping professors of high ability and integrity.

1986 Recipient: Dr. Ronald L. Heinemann

THE ROBERT THRUSTON HUBARD, JR., AWARD

Given annually in memory of Robert Thruston Hubard, Jr., a member of the class of 1935 and a professor of political science from 1946 until 1982, to that member of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

1986 Recipient: Virginia Wilson Druen

THE SENIOR CLASS AWARD

Given by the Senior Class at Commencement to a member of the faculty, administration, or College staff who in the eyes of the Class members has contributed during their four years most significantly to the College, her students, and community.

1986 Recipient: Dr. Todd H. Schill

THE THOMAS EDWARD CRAWLEY AWARD

Given in memory of Thomas Edward Crawley, Class of 1941, who served the College as teacher, scholar, musician, and dean from 1946 until 1984, to that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons.

1986 Recipient: Dr. Amos Lee Laine

THE TRUSTEES' PRIZE

Given on behalf of the Board by a Trustee of the College to that member of the Faculty who, acknowledged by peers and students alike for superior teaching, also brings distinction to himself and to the College through acclaimed research, publication, or other intellectual labor of merit.

1986 Recipients: Thomas J. O'Grady
Dr. Paul A. Jagasich

OMICRON DELTA KAPPA

Patrick Kevin Anonick '86
Steven Brad Arington '86
John Robert Caruso '86
Robert Kenneth Citrone '87
James William Curry '86
Sean Moore Driscoll '86
Warren Paul Dumford '86
Anthony Todd Gray '87
Bret S. Grieves '86
Maurice Antonia Jones '86
Gary Loren Kessler '86
Ashley Bridges Marable '86
Timothy Edward McCanna '86
John Robert McGhee, Jr. '86
John Wellington Pollock '87
Matthew Womack Robertson III '87
Steven Michael Sharp '86
Thomas Stark IV '86

PHI BETA KAPPA

Kimberly Drew Baker '86
Bruce Darren Burns '86
John Robert Caruso '86
Robert Kenneth Citrone '87
Charles Anthony Fincher '86
Mark Nathan Hinckley '86
Gary Loren Kessler '86
John Robert McGhee, Jr. '86
Michael Edward Shelton '86
Daniel Alan Terry '86
William James Young '86

1985-86 MERIT SCHOLARS**ALLAN SCHOLARS**

Patrick Kevin Anonick
Matthew L. Areford
Kimberly Drew Baker
Bruce Darren Burns
Charles Paul Chalmers
Timothy C. Eller
Ronald W. Pfeil
John Robert Rice
Hugo F. Rodriguez
Joseph Bradley Terry
Mark J. Wheaton
William James Young

PATRICK HENRY SCHOLARS

Wray C. Broughton
Paul W. Campbell
Joseph N. Jackson
John Harris Kellam
Mark Allen Lasyone
Edward W. Lyons
Michael F. McIntyre
James B. Mooney
John J. Moss
Daniel Lee Newell
Christopher Michael Nicklo
Henry R. Pollard
John W. Pollock
James R. Putt
John N. Richardson
John B. Sewell III
Philip T. Thurmond III
Curtis T. Williford
Robert H. Zipperer

VENABLE SCHOLARS

Steven Brad Arington
John R. Caruso
Robert K. Citrone
Michael J. Glassford
Elmore Scott Hall
J. S. Randolph Harris
Harlan L. Horton
Maurice Antonia Jones
James Carl Locke
Steven E. Mills
Charles D. Odell
Clifford P. Parson
Paul L. Parsons
John E. Sadler, III
Michael E. Shelton
Andrew R. Shoemaker
Macon M. Whitson
Robert P. Wilson

LEADERSHIP AWARDS

Andrew T. Gray
M. Peebles Harrison
David Clayton Kelly
Gary Loren Kessler
John R. McGhee
Daniel C. McMullen
Charles W. Pryor III
Frank Bradley Pyott
Matthew W. Robertson III
Kevin L. Robinson
David Hile Rutledge
Mark W. Turner

FRESHMEN 1985-86

B. Wade Achenbach	Alexandria, Virginia	Samuel Dickey, Jr.	Swarthmore, Pennsylvania
Michael Seth Adams	Decatur, Alabama	Thomas B. Drake	Whitefish Bay, Wisconsin
Stacy W. Adams	Mountain Brook, Alabama	Charles F. Drayton	Franklin, Tennessee
Gian F. Alecce	Timonium, Maryland	Kenneth D. Drinkwalter, Jr.	Duluth, Georgia
Adam J. Algeier, Jr.	Keysville, Virginia	Darryl Lee Dubose	Lynchburg, Virginia
A. Walker Allen	Ponte Vedra Beach, Florida	Paul R. Dunnder, Jr.	Mendham, New Jersey
P. Hobbs Allison, Jr.	Grand Saline, Texas	F. Colin Durham, Jr.	Dallas, Texas
James A. Allman III	Goodview, Virginia	Thomas D. Evans	Midlothian, Virginia
Andrew Ames	Richmond, Virginia	Michael C. Fancher	Victoria, Virginia
A. Christopher Anderson	Gloucester, Virginia	Thomas K. Farmer, Jr.	Austin, Texas
Timothy N. Austin	Evergreen, Virginia	James A. Fehlman	Pittsfield, Pennsylvania
James F. Baird	West Brookfield, Massachusetts	Jay G. Ferguson	Staunton, Virginia
Ralph W. Baker	Farmville, Virginia	Kenneth P. Finger	Great Falls, Virginia
Kristian R. Bako	New York, New York	Samuel W. Finney	Gloucester, Virginia
Andrew Jackson Barber	Durham, North Carolina	C. Marshall Flagg, Jr.	Bowling Green, Virginia
Christian E. Barth	Cherry Hill, New Jersey	David C. Fleming	Falls Church, Virginia
Frank A. Bates III	Narragansett, Rhode Island	J. Russell Fleming	Greenville, Virginia
Charles W. Berry	Boca Raton, Florida	Mason S. Flinn	Locust, New Jersey
Clayton C. Black	Richmond, Virginia	Demetrios J. Florakis	Williamsburg, Virginia
Kirk A. Bolle	Reston, Virginia	David R. Foreman, Jr.	Suffolk, Virginia
C. Edward Boudreaux	Coles Point, Virginia	Malcolm T. Freeman	Vienna, Virginia
Andrew H. Bowles	Richmond, Virginia	Rufus A. Fulton III	Millersville, Pennsylvania
Kerry S. Bowlin	Crittenden, Kentucky	Jonathon G. Futch	St. Simons Island, Georgia
Robert Andrew Branan	Houston, Texas	Charles R. Garrison	Dallas, Texas
Paul D. Brittain	Dallas, Texas	David P. Gerber	Scarsdale, New York
James M. Broan	Charlottesville, Virginia	Patrick N. Getlein	Woodbridge, Connecticut
Michael R. Brost	Richmond, Virginia	P. Bradley Glendenning	Houston, Texas
Joel B. Brown	Staunton, Virginia	Evan G. Gliptis	Hershey, Pennsylvania
James E. S. Buchan	Goldsboro, North Carolina	Read F. Goode, Jr.	Midlothian, Virginia
Matthew L. Burgess	Hayes, Virginia	Matthew D. Goodrich	Dover, Delaware
Michael C. Byrne	Raleigh, North Carolina	Edwin B. Gough	Charlottesville, Virginia
Kevin L. Calica	Loudonville, New York	Joseph Andrew Grant	Bernardsville, New Jersey
Paul W. Campbell	Glade Spring, Virginia	G. L. Jeffreys Greene	Halifax, Virginia
Nicholas Capuano	Fairfax, Virginia	George W. Greer	Marion, Virginia
F. Deleveaux Carden	Hagerstown, Maryland	James F. Grieshaber	Covington, Louisiana
Christopher S. Carney	Madison, Connecticut	Walter Lee Grubb III	Charlotte, North Carolina
Stephen A. Carpenter	Springfield, Virginia	Joseph G. Guinan	Easton, Pennsylvania
Matthew J. Carson	Charlottesville, Virginia	Stephen M. Hamilton	Virginia Beach, Virginia
Brian P. Cassidy	East Islip, New York	Fred E. Hamlin III	Roanoke, Virginia
H. Todd Chambliss	Mobile, Alabama	Raymond L. Hampton	Huntington, West Virginia
William G. Chapman	Palmyra, Virginia	Robert F. Hardy V	Danville, Virginia
Aldo E. Chavez	Hague, Virginia	J. S. Randolph Harris	Atlanta, Georgia
David H. Clark II	Virginia Beach, Virginia	Michael E. Harris	Roanoke, Virginia
Timothy M. Cognata	Fredericksburg, Virginia	Marion P. Harrison	McKenney, Virginia
Justin W. Cole	Charlotte, North Carolina	Joseph A. Hart	Alexandria, Virginia
Calvin E. Collier	McLean, Virginia	David D. Hawbecker	Hagerstown, Maryland
Jeffrey S. Collins	Pinellas Park, Florida	Nathan C. Haynie	Virginia Beach, Virginia
Craig A. Conner	Grove City, Pennsylvania	Michael J. Heitzman	Titusville, New Jersey
Jeffrey C. Conner	Easton, Maryland	Scott B. Hesseltine	Annandale, Virginia
David M. J. Considine	Rye, New Hampshire	Philip I. Heuisler IV	Baltimore, Maryland
James P. Costello	Washington, Connecticut	Robert W. Hickman	Richmond, Virginia
Boyd F. Coyner	Oxford, Maryland	W. Benjamin Hicks	Ft. Lauderdale, Florida
R. Blair Craig, Jr.	Richmond, Virginia	C. Spencer Hinsdale	Menlo Park, California
George A. Cumming	Hampton, Virginia	David W. Hitt	Louisville, Kentucky
Christopher K. Currin	Chester, Virginia	Robert Carlson Hoag	Laurens, Indiana
Timothy M. Curtin	Vienna, Virginia	Carter L. Hobbs	Norfolk, Virginia
Joel Rex Davis	Stony Creek, Virginia	Emory M. Hodges	South Hill, Virginia
Leroy W. Davis	Virginia Beach, Virginia	William K. Holbrook	Birmingham, Alabama
Scott C. Davis	Dallas, Texas	Jon C. Holland	Mr. Laurel, New Jersey
Tucker D. Davis	Richmond, Virginia	Arthur G. Holstein IV	Lake Bluff, Illinois
Desmond M. Dawson	Potomac, Maryland	Everett G. Holton	Webster, New Hampshire
William H. Dean	Cordova, Tennessee	John M. Hooper	Nashville, Tennessee
David A. Deane	Wellesley, Massachusetts	John C. Hopewell	Suffolk, Virginia
John P. Delnegro	Alexandria, Virginia	John M. Hopper	Richmond, Virginia
Michael L. Dennis	New York, New York	Sterlin W. Huff	Clarksville, Virginia

Andrew M. Jay	Lexington, Virginia
Walter M. Jenifer	Baltimore, Maryland
Daniel A. Jenkins	Jacksonville, Florida
Alton D. Johnson	Fredericksburg, Virginia
Joseph Todd Johnson	Amesbury, Massachusetts
Leo Bradley Johnson	Baldwinsville, New York
Thomas Charles Johnson	Greenville, South Carolina
John W. Johnson II	Kilmarnock, Virginia
Gregory E. Jones	Waynesboro, Virginia
Sigmund T. Jones	Gasburg, Virginia
John B. Kahle	Huntington, West Virginia
Mark H. Kattman	Charlottesville, Virginia
Christopher Keeley	Roanoke, Virginia
Alfred D. Kennedy IV	Atlanta, Georgia
Joseph Reid Kerr IV	Portsmouth, Virginia
Christian A. Kiesau	Spartanburg, South Carolina
Bradley V. King	Durham, North Carolina
Marion L. King III	Whitemarsh, Virginia
Philip A. Korshak	Houston, Texas
Ronald K. Kozlowski	Bay Village, Ohio
Arthur H. Kreinbaum	Emporia, Virginia
Scott H. Krol	Kilmarnock, Virginia
Richard A. Kruse	Fredericksburg, Virginia
Bradbury E. Lamonte	Birmingham, Alabama
Daniel Lee Laramore	Annapolis, Maryland
Jeff R. Lavangie	Bernardston, Massachusetts
Jeffry A. Lawson	Virginia Beach, Virginia
W. B. Chisolm Leonard	Columbia, South Carolina
Edward M. Lewis	Trussville, Alabama
William T. Liles	Virginia Beach, Virginia
Matthew P. Liwski	Annapolis, Maryland
James C. Locke	Gladys, Virginia
Robert C. Lodge	Dallas, Texas
Douglas H. Mackenzie	Greenville, South Carolina
Hugh C. A. MacLean	Waterloo, Ontario
Douglas E. Maddox	Amherst, Virginia
James B. Mahoney	Riverton, Wyoming
Christian T. Mamon	Lexington, Virginia
Philip E. Mankins	Huntington, West Virginia
Craig P. Marsha	McLean, Virginia
Andrew B. Marshall	Tierra Verde, Florida
David C. Mason	Reston, Virginia
Bryan E. Mays	Amherst, Virginia
John J. Mazulewicz	Annandale, Virginia
Kenneth D. McArthur	Doswell, Virginia
Robert M. McCarthy IV	Virginia Beach, Virginia
Freddie G. McGann, Jr.	Faber, Virginia
John Marshall McGeehan	Winchester, Massachusetts
William R. McGuire	Richmond, Virginia
Douglas P. McManamy	Dunwoody, Georgia
Daniel C. McMullen	Cumberland, Maryland
James H. McVey	Richmond, Virginia
Brett H. Meade	Vienna, West Virginia
Christopher M. Meadows	Greensboro, North Carolina
James W. Mercer, Jr.	Fredericksburg, Virginia
John M. Merritt	Atlanta, Georgia
Scott T. Miles	Midlothian, Virginia
Harmon B. Miller IV	Atlanta, Georgia
Steven E. Mills	Mechanicsburg, Pennsylvania
Lee Shaw Mincy	Albany, New York
Christopher M. Mize	Richmond, Virginia
Jonathan David Mize	Richmond, Virginia
Brian E. Moon	Midlothian, Virginia
James B. Mooney	Mardela Springs, Maryland
Michael E. Moore	Virginia Beach, Virginia
Steven L. Morgan	Mobile, Alabama
John B. Morton	Wilmington, Delaware
John Jarrett Moss	Smyrna, Georgia
J. Christopher Naftzger	West Hartford, Connecticut
William E. Naquin	Zanoni, Virginia
Alfred R. Naranjo	Richmond, Virginia
Thomas R. Neilson III	Devon, Pennsylvania
David A. G. Nelson	Arlington, Virginia
Robert J. Nelson	Roanoke, Virginia
William T. M. Newton	Orange Park, Florida
Charles L. O'Brien	Carlisle, Pennsylvania
Timothy M. O'Keffe	Stoughton, Massachusetts
Jeffrey L. Odum	Columbia, South Carolina
Donald Fraser Orr	Greensboro, North Carolina
Thomas H. Outten	Greenville, South Carolina
Kevin P. Pachas	Fairfax, Virginia
Christopher B. Page	Leesburg, Virginia
Gordon E. Parker, Jr.	Virginia Beach, Virginia
Clifford P. Parson	Hopewell, Virginia
C. Frederick Payne	West Point, Virginia
Ryder Lee Perkins	Richmond, Virginia
Edwin Perry Pernell III	South Hill, Virginia
Jonathan M. Philpott	Reynolds, Georgia
Eric D. Pinnar	Annandale, Virginia
Paul E. Pisano	Far Hills, New Jersey
Hector A. Portuondo	West Palm Beach, Florida
Christopher W. Powell	Waynesboro, Virginia
Michael D. Powers	Roanoke, Virginia
James R. Putt	Downers Grove, Illinois
Philip S. Rachels	Norfolk, Virginia
James W. Rapier	New Orleans, Louisiana
Victor M. Raposo	Newport News, Virginia
Jake Rasor III	Cross Hill, South Carolina
Wesley M. Rawls	Virginia Beach, Virginia
G. Boyd Reamey	Richmond, Virginia
Dorn Lee Redd, Jr.	Boca Raton, Florida
Geoffrey C. B. Reid	Wilson, North Carolina
Thomas B. Reynolds	Thomasville, Georgia
Donald H. Rhodes, Jr.	Virginia Beach, Virginia
Jeffrey G. Rice	Baton Rouge, Louisiana
John N. Richardson	Redart, Virginia
Terrence J. Richardson	Williamsburg, Virginia
Peter E. Ricker, Jr.	Rumson, New Jersey
Steven M. Riddle	Durham, North Carolina
Charles A. Rivers	Daphne, Alabama
David C. Roach	Riverdale, Maryland
C. Saunders Roberson, Jr.	Rocky Mount, North Carolina
R. Kinckle Robinson	Pamplin, Virginia
Thomas W. Robinson III	Alexandria, Virginia
Steven D. Roper	Greensboro, North Carolina
John D. Rose	Charlottesville, Virginia
Thomas L. Rose	Dallas, Texas
Michael W. Russell	Butner, North Carolina
Pompeo A. Russo	Bowie, Maryland
David H. Rutledge	Raleigh, North Carolina
Christopher M. Savvides	Virginia Beach, Virginia
Jason P. Scadron	Alexandria, Virginia
C. Christopher Scardina	Arlington, Virginia
Karl C. Schoeller	Greenwich, Connecticut
John E. Sellers	Roanoke, Virginia
Eugene C. Shaw III	McLean, Virginia
Edward U. Shin	Richmond, Virginia
Jon A. Shoemaker	Birmingham, Alabama
William Moses Shubert	Virginia Beach, Virginia
Oscar M. Singleton III	Alexandria, Virginia
John T. B. Smith	Wilson, North Carolina
Stanford L. Southworth	Richmond, Virginia
William M. Stanley, Jr.	Vienna, Virginia

Fikria Stwodah Farmville, Virginia
 Khalida Stwodah Farmville, Virginia
 James Patrick Tate Tenafly, New Jersey
 James Pronk Tate IV Richmond, Virginia
 Guild Lee Taylor Clarksdale, Mississippi
 Patrick J. Taylor Hampton, Virginia
 Clarence H. Taylor III Nashville, Tennessee
 Trueman C. S. Thompson Annapolis, Maryland
 Philip T. Thurmond III Lynchburg, Virginia
 Michael W. Topping Portsmouth, Virginia
 Mark W. Turner Silver Spring, Maryland
 Edward C. G. Tyree III Norfolk, Virginia
 Robert I. Urofsky Richmond, Virginia
 John S. Vail Duxbury, Massachusetts
 Clemace R. Valiant Newark, Delaware
 Richard B. Verrone Rocky Mount, North Carolina
 Jack R. Von Maur III Barrington, Illinois
 Miguel A. Waldo Birmingham, Alabama
 Taylor S. Walker Washington, D.C.
 Cabell F. Wallace Williamsburg, Virginia

SOPHOMORES

William S. Adams South Boston, Virginia
 Bradley A. Addicks Atlanta, Georgia
 Jose F. Alegria Hialeah, Florida
 Gene R. Alligood Mandeville, Louisiana
 Kevin M. Allocca Manakin Sabot, Virginia
 Christopher J. Anderson Norwell, Massachusetts
 James G. Anderson, Jr. Winchester, Virginia
 Richard F. Ansell Richmond, Virginia
 Matthew L. Areford Jacksonville, Florida
 Michael Arnz Newport News, Virginia
 Hugh C. Bailey Jackson, Mississippi
 Richard L. Baker Louisville, Kentucky
 Michael Barbour Crozet, Virginia
 V. Tracy Barbour Crozet, Virginia
 Lawrence R. Barger, Jr. Roanoke, Virginia
 Michael R. Barke Manassas, Virginia
 William W. Barrett Augusta, Georgia
 Craig E. Beckler Palatka, Florida
 William T. Beckner Norfolk, Virginia
 Leon S. Beekman Roanoke, Virginia
 Brett P. Bennett Baltimore, Maryland
 Bruce R. Besley Norfolk, Virginia
 Brian A. Bledsoe Fairfax, Virginia
 Albert J. Bolet Lilburn, Georgia
 James A. Y. Bowman Columbus, Georgia
 Robert E. Boydoh, Jr. Granville, Ohio
 Kimball J. Bradley Darien, Connecticut
 James C. Brannon Burlington, North Carolina
 Bryan L. Brendle Fort Worth, Texas
 Eric J. Brinsfield Greenville, Delaware
 Edward B. Brinson Monticello, Florida
 John B. Brinson Monticello, Florida
 Wray C. Broughton Spotsylvania, Virginia
 Jay C. Brumfield Danville, Virginia
 Christopher K. Bryant Bristol, Rhode Island
 Joseph Calo III North Tazewell, Virginia
 Robert L. Carscadden Efland, North Carolina
 Martin D. Cheatham Richmond, Virginia
 Michael B. Chenault Mechanicsville, Virginia
 Geoffrey S. Christ Annville, Pennsylvania
 Mark A. Citrone York, Pennsylvania
 Cyrus C. Colangelo San Francisco, California
 Alfred G. Collins III Washington, D.C.
 Steven S. Cooper Fredericksburg, Virginia

Christopher O. Wallace Charlottesville, Virginia
 Craig A. Wallace Midlothian, Virginia
 Timothy J. Ware Fairfield, Virginia
 Jeffrey G. Watkins Gloucester, Virginia
 Paul M. Weekley Tampa, Florida
 David B. Weiss Atlanta, Georgia
 Bruce D. Wenger Charlottesville, Virginia
 John A. Whichard Greenville, North Carolina
 Thomas H. Whiteley Annapolis, Maryland
 Peter H. Williams Needham, Massachusetts
 Phillip L. Williams Baltimore, Maryland
 J. Stewart Williford, Jr. Hattiesburg, Mississippi
 David G. Wilson Richmond, Virginia
 James D. Wilson Crewe, Virginia
 Brian K. Winkler Mobile, Alabama
 George Martin Wood Clifton Forge, Virginia
 Mark T. Wright Decatur, Georgia
 George W. Yurgaitis, Jr. Warrenton, Virginia
 Michael D. Zombro Winchester, Virginia

Timothy P. Corbett Richmond, Virginia
 Stephen C. Crone New Britain, Pennsylvania
 Robert W. Cunningham, Jr. Wilson, North Carolina
 Christopher J. Cyphers Dalton, Massachusetts
 David B. Dahbura Woodbrook, Maryland
 Mark D. Damjan Annandale, Virginia
 Beverly M. Davis Radford, Virginia
 Brian J. Davis Roanoke, Virginia
 Sean M. Dawkins New York, New York
 John F. DeBuys III Birmingham, Alabama
 Fletcher C. Derrick III Charleston, South Carolina
 Burton H. Dietz Raleigh, North Carolina
 Albert S. Diradour Richmond, Virginia
 John P. Donnelly Falls Church, Virginia
 Graham T. Dozier Richmond, Virginia
 John W. Dutro Williamsburg, Virginia
 Charles E. Echols Charlottesville, Virginia
 Matthew P. Eversmann Natural Bridge, Virginia
 Anthony P. Farina Miller School, Virginia
 Tazewell Fitzgerald King William, Virginia
 James M. Fleming, Jr. Columbia, Tennessee
 Brian R. Flemon Ellicott City, Maryland
 Joseph J. Fordi Bayonne, New Jersey
 Andrew S. Foster Upper Marlboro, Maryland
 Frank W. Friedman Lexington, Virginia
 Christopher G. Fulghum Davidsonville, Maryland
 Peter James Gallagher II Midlothian, Virginia
 Roderick M. Gardner Richmond, Virginia
 Thomas B. Gates Chesterfield, Virginia
 Gerald P. Gillespy Birmingham, Alabama
 Jesse F. Goins III Winston-Salem, North Carolina
 Thomas J. Groonell Fairfield, Connecticut
 Charles D. Grote Huntsville, Alabama
 James R. Guerin Vienna, Virginia
 Elmore S. Hall Beaverdam, Virginia
 James C. Hamrick Wilton, Connecticut
 Philip A. Harding, Jr. Garden City, New York
 Archibald Hardy IV Columbia, South Carolina
 Charles D. Harman III Atlanta, Georgia
 Walter W. Hawthorne III Richmond, Virginia
 Christopher G. Hensley Staunton, Virginia
 Graeme C. Hepburn Toronto, Canada
 C. Garren Hester Newport News, Virginia
 Philip T. Hickman Painter, Virginia

Ray C. Hicks	Glen Allen, Virginia	John W. Peake	Newport News, Virginia
Meade M. Hinton III	Heathsville, Virginia	H. Stephen Perl	Stuarts Draft, Virginia
Mark A. Hodges	Clifton Forge, Virginia	Ronald W. Pfeil	Marco Island, Florida
Edward F. Hodges, Jr.	South Hill, Virginia	Stephen A. Pitts	Chesterfield, Virginia
David S. Holland	Virginia Beach, Virginia	Henry R. Pollard	Richmond, Virginia
Harlan L. Horton	Gainesville, Texas	Charles L. Potts	Erie, Pennsylvania
C. Patrick Howard	Concord, North Carolina	Stephen D. Powers	Roanoke, Virginia
Christopher W. Hughes	Richmond, Virginia	Michael J. Pritchard	McLean, Virginia
Christopher A. Hutson	Hampton, Virginia	Charles W. Pryor III	Lynchburg, Virginia
Steven G. Ikomomou	Newport News, Virginia	Richard C. Redd	West Point, Virginia
Jeffrey L. Jackson	Phoenix, Maryland	Scott M. Riddick	Richmond, Virginia
James T. Jones	Abingdon, Virginia	Frederick C. Riedlin	Rockville, Maryland
Daniel H. Joseph	Charleston, West Virginia	Christian B. Roberts	Richmond, Virginia
Andrew M. Kamm	Roanoke, Virginia	Hugo F. Rodriguez	Kimberton, Pennsylvania
Michael P. Kehoe	Richmond, Virginia	Alchrysanth Romero	Virginia Beach, Virginia
David C. Kelly	Grafton, Virginia	John C. Russ	Virginia Beach, Virginia
Timothy M. Kelly	Vienna, Virginia	J. Christopher Schoen	Richmond, Virginia
William G. Kilburn	Wilmington, Vermont	Steven W. Schrom	War, West Virginia
Roger H. W. Kirby	Claremont, Virginia	Anthony H. Sgro	Blacksburg, Virginia
J. Michael Kutrik	Parkton, Maryland	Andrew R. Shoemaker	Clayton, Georgia
David J. Lachapelle	Rapid City, South Dakota	James R. Shumate, Jr.	Chesterfield, Virginia
Edward B. Lawless	Norfolk, Virginia	Henry M. Sibley III	Richmond, Virginia
C. Scott Lawrence	Charlottesville, Virginia	Colin F. Smith	Clifton, Virginia
Marc B. Lazenby	Bluefield, Virginia	Philip A. Smith	Richmond, Virginia
Jerry D. Lee	Richmond, Virginia	Richard K. Smith	Wytheville, Virginia
Gregg M. Legerton	Sullivans Island, South Carolina	Stephen A. Smith	Virginia Beach, Virginia
Monte P. Lehmkuhler	Hampton, Virginia	Miller F. Smyth	Columbus, Georgia
Steven B. Leichtweis	Vienna, Virginia	A. Douglas Spitalny	Midlothian, Virginia
Sidney C. Lemon	Richmond, Virginia	Joseph M. Sposa	Richmond, Virginia
Mark E. Levandoski	Lynchburg, Virginia	Darren K. Stanford	Clinton, Tennessee
Thomas B. Light	Herndon, Virginia	J. Colan Stanley	Montpelier, Virginia
Ken S. K. Lo	Katonah, New York	Alexandria M. Taliaferro	Ruxton, Maryland
Brad A. Lower	Abingdon, Virginia	John P. Taylor	Greenville, South Carolina
John F. Lowrey	Lewisville, North Carolina	Joseph Teefey, Jr.	Richmond, Virginia
Edward W. Lyons	Locust Grove, Virginia	Edward C. Thomas IV	Potomac, Maryland
John W. Maloney	Richmond, Virginia	Paul M. Thompson, Jr.	Richmond, Virginia
Kevin E. Martin-Gayle	Richmond, Virginia	Glenn V. Trost	Virginia Beach, Virginia
Craig L. Massey	Richmond, Virginia	Eric C. H. Trowbridge	Marietta, Georgia
Frank D. Massie	Waverly, Virginia	Harry P. Umberger	Wytheville, Virginia
Stephen L. Matthews	Marion, Maryland	Joseph M. Unmussig	Richmond, Virginia
Louis W. Mattis	New Canaan, Connecticut	Rodney S. Van Nostrand	Opelika, Alabama
Timothy L. Mayo	Richmond, Virginia	Bayer S. Vella	New Orleans, Louisiana
Michael L. McCabe	Charlottesville, Virginia	Guy O. Vilardi	Tarrytown, New York
Richard C. McEvoy	Chattanooga, Tennessee	Edward R. Wade	Richmond, Virginia
William A. Middleton, Jr.	Spotsylvania, Virginia	Jon R. Waite	Virginia Beach, Virginia
Eric M. Miler	Metairie, Louisiana	Kevin D. Wallace	Richmond, Virginia
Douglas A. Miller	Richmond, Virginia	Jesse P. Ware III	Portsmouth, New Hampshire
O. Randolph Minter, Jr.	Martinsville, Virginia	William E. Ware III	Richmond, Virginia
Joseph W. Mooney	Memphis, Tennessee	Thomas L. Warren	Virginia Beach, Virginia
Bernard S. Moss	Johnson City, Tennessee	Christopher R. Welch	Richmond, Virginia
John C. Muller	Greenville, South Carolina	William C. Wescott III	Norfolk, Virginia
James G. Mulligan	Baltimore, Maryland	Michael S. Wheeler	Springfield, Virginia
Craig J. Navratil	Westfield Center, Ohio	Gene B. Whitlock	Salem, Virginia
Samuel B. Neal	Birmingham, Alabama	Macon M. Whitson	Virginia Beach, Virginia
Taylor N. Negus	Richmond, Virginia	Christopher M. Wilkinson	Norfolk, Virginia
Mark S. Nettle	Shelton, Connecticut	Todd V. Williams	Victoria, Virginia
Daniel L. Newell	Danville, Virginia	Curtis T. Williford	Wilson, North Carolina
Sean F. Oberle	Stafford, Virginia	Robert P. Wilson	Stone Mountain, Georgia
Frank C. Page	Greensboro, North Carolina	Wesley A. Wilson	Pamplin, Virginia
Paul L. Parsons	Virginia Beach, Virginia	Richard C. Wilt III	West Palm Beach, Florida
Charles W. Payne	Fredericksburg, Virginia	Warner R. Winborne	Mechanicsville, Virginia

JUNIORS 1985-86

Jeffrey F. Ambrose	Virginia Beach, Virginia	James B. Jackson	Carriere, Mississippi
Wilkins K. Arnall	Newnan, Georgia	Richard A. Jackson	Richmond, Virginia
Peyton Artz	Richmond, Virginia	Robert H. Jackson	Lexington, Kentucky
James L. Banning	Hyattsville, Maryland	Jay M. Jalenak	Metairie, Louisiana
Joseph F. Barnes III	Jarratt, Virginia	William B. James	Hampton, Virginia
Clark M. Barousse	New Orleans, Louisiana	Christopher T. Johnson	Covington, Virginia
William E. Barr	Danville, Virginia	Jeffrey E. Johnson	Abingdon, Virginia
David K. Blackwell	Kenbridge, Virginia	Elwood M. Jones	Salisbury, Maryland
Joseph H. Bridges	Sharpsburg, Georgia	Patrick Jourdain	Brooklyn, New York
David C. Brown	Raleigh, North Carolina	George W. Julien, Jr.	Pepper Pike, Ohio
Churchill P. Brown III	Greensboro, North Carolina	David H. Jung	Newport News, Virginia
Frederick W. Bryant	Richmond, Virginia	Patrick B. Kane	Midlothian, Virginia
William D. Bunch	Chase City, Virginia	Brian D. Kaufman	Durham, North Carolina
William R. Caldwell	Appomattox, Virginia	John H. Kellam	Wachapreague, Virginia
Courtney W. Campbell	Fairfield, Virginia	Brian D. Keyser	Burke, Virginia
Bruce A. Carney	Houston, Texas	James W. King, Jr.	Burkeville, Virginia
Frank D. Carr	Sandston, Virginia	Patrick H. Kirchmier	Richmond, Virginia
Andrew S. E. Carter	Arlington, Virginia	Robert P. Kline	New Cumberland, Pennsylvania
Charles P. Chalmers	Baltimore, Maryland	Adam R. Labar	Midlothian, Virginia
Robert J. Chase	Quincy, Massachusetts	Jeffrey E. Lee	Keller, Virginia
Robert K. Citrone	York, Pennsylvania	Henry S. Liebert	Richmond, Virginia
Hollins P. Clark	Wilson, North Carolina	Wayne B. Lucas	Acton, Massachusetts
Ashby W. Coleman	Roanoke, Virginia	Michael D. Lyster	Charlottesville, Virginia
Robert J. Couch	Nottoway, Virginia	James D. Mayson	Roanoke, Virginia
Stuart S. Cox	Manchester, Ohio	Jeffrey M. McCloskey	Westminster, Maryland
John M. Currence	New Orleans, Louisiana	John T. McCombs	Virginia Beach, Virginia
Edwin A. Darden IV	Virginia Beach, Virginia	Christopher R. McGarry	Roanoke, Virginia
Neal G. Davis	Vienna, Virginia	Michael F. McIntyre	Spartanburg, South Carolina
Richard W. Davis, Jr.	Radford, Virginia	James F. McKay, Jr.	Glenn Allen, Virginia
Wesley E. Dellinger	Woodstock, Virginia	Kenneth D. Meyer	Chesterfield, Virginia
Laurence M. Dickinson	Fredericksburg, Virginia	Daniel J. Mingione	Chesapeake, Virginia
James D. Diggs	Gloucester Point, Virginia	James M. Moore	Mechanicsburg, Pennsylvania
John T. Dinsmore	Morgantown, West Virginia	Patrick T. Morgan	Shaker Heights, Ohio
Daniel T. Dougherty, Jr.	Midlothian, Virginia	Eugene L. Morgan, Jr.	Gloucester, Virginia
Richard W. Eggleston	Lovington, Virginia	William B. Munn	Richmond, Virginia
Marshall P. Eldred III	Louisville, Kentucky	Michael E. Neal	Richmond, Virginia
Timothy C. Eller	Abbottstown, Pennsylvania	Martin J. O'Brien	Roanoke, Virginia
Grenville T. Emmet	Leesburg, Virginia	Charles D. O'Dell	Oxford, Mississippi
Mark D. Espigh	Richmond, Virginia	Thomas M. Parrish	Richmond, Virginia
Mark J. Fader	Timonium, Maryland	Robert J. Partin	Stafford, Virginia
George E. Fahy III	Hingham, Massachusetts	Wesley S. Patterson	Roanoke, Virginia
Paul L. Farmer	Chase City, Virginia	R. Spencer Plaster, Jr.	Chatham, Virginia
John V. Fenice	Deer Park, New York	John W. Pollock	Norfolk, Virginia
Glenn A. Fink	Madison Heights, Virginia	Edward A. Potter	Goldsboro, North Carolina
Dean L. Firing	Roanoke, Virginia	Marius D. Prince, Jr.	McLean, Virginia
Willie Fobbs III	Richmond, Virginia	Samuel S. Proctor	Richmond, Virginia
Jeffrey B. Futch	St. Simons Island, Georgia	Alan W. Pruitt	Onley, Virginia
Harrison M. Geho	Richmond, Virginia	Robert A. Pullum	Camden, South Carolina
Jeffrey W. Gibson	Alexandria, Virginia	Caperton D. Putt	Lynchburg, Virginia
Michael J. Glassford	Thaxton, Virginia	Charles H. Reynolds	Rutherfordton, North Carolina
William B. Goode IV	Richmond, Virginia	Matthew W. Robertston III	Boykins, Virginia
Daniel T. Gore	Midlothian, Virginia	Kevin Leon Robinson	Caledonia, New York
Andrew T. Gray	Vinton, Virginia	John E. Sadler III	Pulaski, Virginia
Christopher M. Grubbs	Richmond, Virginia	David P. Schneider	Atlanta, Georgia
John Michael S. Hall	Hampden-Sydney, Virginia	Richard H. Schofield	Oakton, Virginia
Michael G. Hamady	McLean, Virginia	Dirk W. Schumacher	West Chester, Pennsylvania
Phillip M. Heflin	Fredericksburg, Virginia	Steven R. Schutt	Corning, New York
James L. Heiberg	Alexandria, Virginia	Mark D. Scott	Springfield, Virginia
William S. Heidler	Oak Brook, Illinois	John B. Sewell III	Decatur, Alabama
Samuel L. Hodges	Lexington, Kentucky	Daniel G. Sheffield	Blackstone, Virginia
Gregory S. Hoey	Baltimore, Maryland	Gordon A. Shock	Alexandria, Virginia
Richard K. Hope	Norfolk, Virginia	Christopher B. Sibold	Richmond, Virginia
Wallace L. Huff, Jr.	Blacksburg, Virginia	John P. Slifka	Springfield, Virginia
Edward A. Hunt III	Lynchburg, Virginia	David B. Smith	Fredericksburg, Virginia
John B. Hylton	Pulaski, Virginia	Harvard B. Smith	Suffolk, Virginia

Jeffrey S. Sparks	Sandston, Virginia
David A. Spector	New York, New York
Stephen N. Stout	Wilson, North Carolina
Curtis A. Street	Windsor, North Carolina
Peter M. Swan	Onancock, Virginia
Daniel D. Tafel	Louisville, Kentucky
James B. Tait, Jr.	Raleigh, North Carolina
Daryl W. Taylor	Williamsburg, Virginia
Ray C. Taylor	Memphis, Tennessee
Robert F. Taylor	Memphis, Tennessee
Joseph B. Terry	Roanoke, Virginia
Harry B. Thompson IV	Atlanta, Georgia
Horace M. Tipton	Frenchman's Bayou, Arizona
David B. Trotter	Little Rock, Arkansas
Michael Trout	Glen Rock, Pennsylvania
Duane F. Tull	Fruitland, Maryland
Edward J. Tully	Fredericksburg, Virginia

William B. Turner	Ashland, Virginia
John H. Turner III	Roanoke, Virginia
Keith D. Vandevennet	Newport News, Virginia
Scott D. Vinson	Winston-Salem, North Carolina
Preston W. Volman	Port Tobacco, Maryland
George R. Waldrop IV	Midlothian, Virginia
Gregory A. Warner	Charlottesville, Virginia
Thomas A. IV Watts	Lynchburg, Virginia
Robert H. Wellborn, Jr.	Dallas, Texas
Mark J. Wheaton	Chesapeake, Virginia
Richard S. Wherry	Summerville, South Carolina
Jody L. Williams	Appomattox, Virginia
George Willingham	Monkton, Maryland
Frank L. Wiswall III	Reston, Virginia
Kurt A. Wootten	Hanover, Pennsylvania
Robert H. Zipperer	Laurel Bay, South Carolina

SENIORS 1985-86

Michael J. Adams	Buchanan, Virginia
Joseph C. Addington III	Virginia Beach, Virginia
Russell C. Akers	Christiansburg, Virginia
Patrick K. Anonick	Midlothian, Virginia
William P. Anthony, Jr.	Collinsville, Virginia
Steven B. Arington	Glade Spring, Virginia
Charles J. Arrington III	Courtland, Virginia
Timothy E. Ashman	Virginia Beach, Virginia
K. Drew Baker	Vienna, Virginia
William L. Ball III	Richmond, Virginia
Spencer J. Barksdale	Petersburg, Virginia
Peter A. Batten	Newport News, Virginia
Joseph M. Beahm	Broadway, Virginia
George F. Becknell III	Forest City, North Carolina
William R. Bettendorf	Germantown, Tennessee
Frank W. Blankemeyer	Roanoke, Virginia
Bret S. Bobo	Atlanta, Georgia
Stephen R. Bogusky, Jr.	Baldwin, Maryland
William W. Brazil	Quitman, Georgia
Christopher B. Brown	Charlottesville, Virginia
Bruce D. Burns	Severna Park, Maryland
Charles H. Cantus	McLean, Virginia
Lawrence B. Caplin	Philadelphia, Pennsylvania
Tony C. Carnes	Ashland, Virginia
James A. Carpenter	Baltimore, Maryland
John R. Caruso	Watbury, Connecticut
Brett B. Chappell	Roper, North Carolina
Harrison L. Clark	Danville, Virginia
Roderick A. Coates	Lovingston, Virginia
James E. Collie	Danville, Virginia
John C. Collie	Keeling, Virginia
Eric M. Cotts	Alexandria, Virginia
Frederic H. Cox III	Richmond, Virginia
Stephen M. Coyle	Virginia Beach, Virginia
Brian F. Crotty	Dayton, Ohio
Firmadge W. Crutchfield	Annandale, Virginia
Clifford A. Curlee	Richmond, Virginia
James W. Curry	Richmond, Virginia
Carl E. Dalton	Virginia Beach, Virginia
James R. Daniel	Hopewell, Virginia
Graham C. Daniels	Chester, Virginia
Randy S. Davis	Rocky Mount, Virginia
John G. Dickenson, Jr.	Danville, Virginia
John M. A. Donelson	Danville, Virginia
Sean Driscoll	Hastings-on-Hudson, New York
Douglas C. Duckworth	Chase City, Virginia
Warren P. Dumford	Buena Vista, Virginia

Marshall O. Farmer	Anderson, South Carolina
Richard W. Ferris	Fairfax, Virginia
Charles A. Fincher	Rapidan, Virginia
John D. Flory	Harrisonburg, Virginia
Thomas M. Foster	Granville Summit, Pennsylvania
John Richard Frazier, Jr.	Roanoke, Virginia
William P. Frix	Danville, Virginia
Edward W. Gamble IV	Richmond, Virginia
Salvatore S. Giannetti III	Wayne, New Jersey
Bret S. Grieves	Virginia Beach, Virginia
Andrew E. Gross	Lynchburg, Virginia
John A. Gurkin III	Norfolk, Virginia
Alaric P. Gust	Richmond, Virginia
William D. Hamaker	Midlothian, Virginia
John H. Hardin	Raleigh, North Carolina
John P. Harrison III	Newport News, Virginia
William T. Hayes, Jr.	Germantown, Tennessee
Mark L. Heilshorn	Litchfield, Connecticut
William C. Henry	Augusta, Georgia
Forrest S. Higgenbotham	Fairfax, Virginia
David W. Hobbs	Pittsburgh, Pennsylvania
William C. Holmes	Mobile, Alabama
Irvin G. Horner, Jr.	Moseley, Virginia
Ross A. Hotchkiss III	Richmond, Virginia
William L. Hughes	Durham, North Carolina
Joseph N. Jackson	Phoenix, Maryland
Diana Eva Jagasich	Hampden-Sydney, Virginia
Thomas W. Jamison, Jr.	Roanoke, Virginia
Maurice A. Jones	Kenbridge, Virginia
Timothy K. Jordan	Fairfax Station, Virginia
William G. Karslake	Hickory, North Carolina
William Keenan III	Norfolk, Virginia
Matthew P. Kenneally	Houston, Texas
Joseph S. Kern	Hopewell, Virginia
Gary L. Kessler	Richmond, Virginia
Charles Ernest Kimbrough	Pine Mountain, Georgia
Douglas M. King	Franklin, Tennessee
Darryl R. Knight	Rapid City, South Dakota
Richard E. Kurtz	Berwyn, Pennsylvania
Hal V. Lackey III	Kitty Hawk, North Carolina
Mark A. Lasyone	Chesapeake, Virginia
Samuel G. Layton III	Charlotte, North Carolina
Clark L. LeBlanc	Gretna, Louisiana
John L. Lee	Norfolk, Virginia
Robert E. Lee V	McLean, Virginia
Robert B. Lendrim	Williamsburg, Virginia
George A. Light	Herndon, Virginia

Earl D. Loos III	Martinsville, Virginia	Robert M. Pilcher III	Richmond, Virginia
Robert J. Lukacevic	Richmond, Virginia	Christopher C. Poe	Virginia Beach, Virginia
James L. Mansfield, Jr.	Virginia Beach, Virginia	Frank B. Pyott	Tazewell, Virginia
Ashley B. Marable	Virginia Beach, Virginia	David K. Rader	Trotwood, Virginia
Donn E. Marshall	Morgantown, West Virginia	George D. Rath	Lynchburg, Virginia
Armistead B. Mauck	Richmond, Virginia	William S. D. Read	Charleston, South Carolina
Chester W. Mayo	Hampden-Sydney, Virginia	John R. Rice	Winchester, Virginia
Timothy E. McCanna	Lynchburg, Virginia	Benjamin E. Robinson	Jacksonville, North Carolina
Charles L. McCullough	Gettysburg, Pennsylvania	John W. Robinson III	Jackson, Mississippi
Christopher T. McGee	Richmond, Virginia	Claude L. Royals	Williamsburg, Virginia
John R. McGhee, Jr.	Bluefield, West Virginia	Craig N. Schelle	Towson, Maryland
Edward W. McKinney	Fair Haven, New Jersey	Steven M. Sharp	Galax, Virginia
Edward T. McMullen	Belle Terre, New York	Michael E. Shelton	Danville, Virginia
Charles W. McNeely	Charlottesville, Virginia	Stephen G. Siewick	Great Falls, Virginia
David C. Meyer	Danville, Virginia	Edmond L. Skeens	Chester, Virginia
Charles F. Miller	Philadelphia, Pennsylvania	Paul M. Toler	Richmond, Virginia
Daniel P. Miller	Alexandria, Virginia	Philip R. Trapani	Norfolk, Virginia
David L. Miller	Yorktown, Virginia	Edward E. Tronnes	Winston-Salem, North Carolina
Gregory H. Miller	Kingsport, Tennessee	Edward S. Utley	Binghamton, New York
Kevin R. Mitchell	Lynchburg, Virginia	Litz H. VanDyke	Tazewell, Virginia
Samuel J. T. Moore III	Richmond, Virginia	Anthony W. Vermillera	Richmond, Virginia
Mark L. Moran	Anderson, South Carolina	Samuel K. Wallace, Jr.	Williamsburg, Virginia
Griffith J. Morris	Woodstock, Georgia	Erik S. Walter	Virginia Beach, Virginia
Earl W. Morris, Jr.	Danville, Virginia	Harvey L. Warnick, Jr.	Woodbridge, Virginia
David A. Mugford	Manakin-Sabot, Virginia	George R. Webb, Jr.	Newport News, Virginia
John W. Mulligan	Hong Kong	Courtney S. West	Altavista, Virginia
Jeffrey P. Neal	Bedford, Virginia	Leif K. Wigren	New York, New York
Christopher Nicklo	Bradenton, Florida	James J. Wilkerson	Boones Mill, Virginia
George W. Nolley	Lynchburg, Virginia	Charles H. R. Williams	Buchanan, Virginia
Erik J. Olson	Annapolis, Maryland	Ros R. Willis	Virginia Beach, Virginia
Donald J. Otey, Jr.	Grand Prairie, Texas	Philip P. Wilson	Danville, Virginia
George L. Parsons III	Norfolk, Virginia	David S. Wrinkle	Richmond, Virginia
Elmer J. Peters	Colonial Heights, Virginia	W. James Young	Northumberland, Pennsylvania
Joseph J. Pierce	Midlothian, Virginia	William T. Ziglar	Hampton, Virginia

Number of Students by States and Foreign Countries — 1985-86

Virginia	470	Ohio	7
Maryland	47	Kentucky	6
North Carolina	46	Mississippi	6
Georgia	30	California	4
Pennsylvania	29	Delaware	4
New York	19	Illinois	4
Texas	18	New Hampshire	3
Alabama	17	Arkansas	2
Florida	17	District of Columbia	2
South Carolina	17	Rhode Island	2
Tennessee	13	South Dakota	1
Massachusetts	12	Wisconsin	1
Connecticut	11	Wyoming	1
New Jersey	11	Canada	2
Louisiana	9	Hong Kong	1
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